DOCUMENT RESUME

ED 030 784 AC 003 112

By-Alexander, Frank D.

Evaluation of Family Service Program, Home Economics Division of Cooperative Extension, Essex County, New York; Extension Study No. 19.

Cornell Univ., Ithaca, N.Y. Cooperative Extension Service.

Pub Date Nov 68

Note-141p.

EDRS Price MF-$0.75 HC-$7.15

Descriptors-*Disadvantaged Groups, Effective Teaching, *Family Life Education, Family Problems, Indigenous Personnel, Participant Characteristics, *Program Evaluation, Questionnaires, *Rural Extension, *Teacher Aides, Tests

Identifiers-New York State

An evaluation study of the Family Service Program of the Essex County (New York) Division of Home Economics is focused on the third series of lessons; the purposes of the study were to describe the socioeconomic characteristics of the indigenous program aides and the participants and to show the influence of training for teaching this series of lessons. It was found that aides had higher income, participation scores, and educational levels than participants, but both groups were low in comparison to the country's total population in level of husband's occupation, net family income, and years of school completed. Both aides and participants made significant gains from the pre- to posttest while aides showed slightly higher scores in both testing situations. Participants listed problems of cooking and planning meals, housekeeping, and money management, while aides identified participant problems of care and discipline of children, and health. Among implications are that indigenous women make effective teachers of home economics; both participants in study groups and those taught alone make significant progress; and closer supervision of teaching and attendance would improve the program. (pt)

ED030784

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Evaluation of Family Service Program

Home Economics Division of Cooperative Extension

Essex County, New York

by

Frank D. Alexander

Extension Study No. 19

Office of Extension Studies
New York State Colleges of Agriculture and Home Economics
Statutory Colleges of the State University
at Cornell University
Ithaca, New York

November, 1968

AC003112

ACKNOWLEDGEMENTS

The author is deeply indebted to Mrs. Marjorie McIntyre, Cooperative Extension Agent and Leader of the Essex County Home Economics Division, for leadership in carrying out the design of the study and for her development of the testing instrument by means of which change in home economics knowledge of the Family Service Aides and the participants was measured. The very conscientious efforts of Miss Janice Weber, Cooperative Extension Agent responsible for conducting the Family Service Program, in administering tests and collecting data for the study deserves special recognition. Without the assistance of these two people the study could never have been completed.

PREFACE

This is the third evaluation study conducted by the Office of Extension Studies to evaluate an Extension Home Economics educational program designed for disadvantaged homemakers and conducted in cooperation with the Office of Economic Opportunity. The management of studies of these programs is difficult and calls for a variety of research operations. That this as well as the other two studies have been at all successful is the result of the conscientious cooperation of the home economics agents associated with the programs.

In a study of this kind involving people with diverse backgrounds and training, it is not always possible to secure accurate information, and the measurement of learning is difficult to control. Moreover, the decline in the number of participants as well as subprofessional teachers from the beginning to end of the research operations is often large with the result that findings are based on relatively small numbers.

It is imperative, however, that action research of this kind be undertaken to provide information regarding the people being reached and at the same time to determine what learning progress these participants are making. Furthermore, the very research itself, if properly integrated with the teaching as has been attempted in this study, should raise the level of teaching.

The Family Service Aides who taught the study groups or individual homemakers in their homes and did the testing and interviewing of these people deserve commendation for their willingness to undertake tasks that were new to them but which they performed with cheerfulness. Perhaps unmeasured products of the study have been their learning certain elementary techniques for collecting information and the improvement of their teaching through the use of testing procedures.

TABLE OF CONTENTS

Page

Summary of Findings 1

Implications. 16

Introduction. 21

- Concern of Home Economics Extension for the Culturally or Economically Disadvantaged 21
- The Essex County Family Service Program. 22

The Third Series of Lessons of the Family Service Program 25

Design of Study 26

- Purposes of Study. 26
- Methodology. 27
  - Testing procedures. 27
  - Interviewing procedures 30
  - Other procedures. 31

Characteristics of Participants 33

- Place of Residence 33
- Tenure 35
- Age of Participants and Husbands 35
- Years of School Completed. 35
- Special Training Received. 36
- Family and Household Composition 38
- Employment of Participants and Their Husbands. . . . 39
- Mobility 40
- Net Income of Family 41
- Formal Organization Participation Score. 41
- Ownership of Selected Conveniences 43

Evaluation of Teaching. 43

- General Reaction to Study Groups or Individual Teaching 43
- Rating of Specific Home Economics Lesson Topics. . . 45
- Utilization of Knowledge 46
- Help Received as Seen by Family Service Aides. . . . 48

Page

Reactions to Publications. 50

Most Important Thing Done as Result of Participation. 54

Accomplishments as Reported by Family Service Aides. 54

Important Plans for Future Stimulated by Participation. 56

Pre- and Post-Testing of Knowledge of Participants . 57

Family Service Aides. 67

Total Roster of Family Service Aides 67

Comparative Characteristics of Family Service Aides, Participants, and Total County Population . 69

Place of residence. 69

Tenure. 69

Age 69

Years of school completed 69

Marital status. 72

Family and household size 72

Employment of husbands. 72

Mobility. 73

Estimated net family income 73

Formal organization participation score 73

Pre- and Post-Testing of Knowledge of Family Service Aides. 73

Comparisons of Knowledge Tests of Family Service Aides and Participants 79

Recruitment of Participants by Family Service Aides. 79

Time and Cost Input for Evaluation Series 84

Time Input of Family Service Aides 84

Estimated Costs. 86

Relating to a Future Program. 87

Problems as Seen by Participants 87

Problems as Seen by Family Service Aides 88

Subject Matter for Future Programs 91

Resources of Participants for Future Educational Involvement. 92

Page

Appendix A: Pre- and Post-test with Correct Answers Indicated 95

Appendix B: Guide for Tape Recording of Recruitment Experience. 111

Appendix C: Schedule for Interviewing Family Service Aides 115

Appendix D: Outline for Taped Account of Work of FSA's with Participants and Accompanying Schedule of Questions 123

Appendix E: Interview Schedule for Participants 127

Appendix F: Lesson Report Form. 141

Appendix G: General Report Form on Teaching 145

EVALUATION OF FAMILY SERVICE PROGRAM
HOME ECONOMICS DIVISION OF COOPERATIVE EXTENSION
ESSEX COUNTY, NEW YORK

Summary of Findings[1]

I. Introduction

The Family Service Program of the Essex County Division of Home Economics of New York Cooperative Extension is part of the overall program of the Essex County Committee for Economic Improvement. This evaluation study of the Family Service Program was initiated in the early part of 1967 and is focused on the program's third series of lessons which included these major topics:

You Are a Very Important Person (VIP)
Storage in the Home
Making Storage Devices
Use and Selection of Paint in the Home
Painting Furniture
Selecting Inexpensive Curtains
Making Curtains
Homecleaning Products
Arrangement of Kitchen Work Centers

The two major purposes of the study were: 1) to describe the socio-economic characteristics of the Family Service Aides and the women with whom they have worked in the third series of Family Service lessons and 2) to indicate the influence of training for teaching the third series of lessons on the Family Service Aides and in turn their influence on the women to whom they taught the lessons. A third purpose of the study was to set forth in an analytical manner, selected aspects of program input. Since the teaching program seemed to place major emphasis on transmitting certain home economics knowledge to the participants (and also to the Family Service Aides in their training), the principal criterion for measuring the influence of the teaching was the acquirement of this knowledge.

---

[1] Unless otherwise indicated in the text or a footnote the data for sections II - IV and section VI~~I~~ of the summary were obtained from interview schedules administered to participants by the Family Service Aides or to Family Service Aides by the author. In a few instances for purpose of clarity, reference is made in the text to obtaining data by means of interviews by the Aides, that is by administering the interview schedule designed for the participants.

The testing that was used to provide measurement data for attaining the second objective was also expected to give direction and concreteness to the teaching. The data for the study were obtained principally from knowledge tests administered to Family Service Aides and participants, from interviews with both groups, from reports of the Aides, and from records in the files of the Home Economics Division and of the Community Action Agency.

II. Characteristics of the Participants

A. Place of residence

1. The 38 participants who provided the information on characteristics were scattered among nine of the county's 18 townships.[1] The nine townships were fairly well distributed over the county. The largest percent (18) lived in Newcomb Township and the smallest (3) in Elizabethtown Township.
2. The 38 participants were predominantly rural. Only 16 percent lived in a place having a 1960 population of 2,500 or more, and none lived on a farm.

B. Tenure

1. Seventy-two percent of the 36 reporting owned the dwelling in which they lived.

---

[1] One of the 38 was a man.

C. Age

1. The mean age of the 38 participants was 38.5 years. Thirty-two percent were under 30.

D. Schooling and other training

1. The median years of school completed by the 37 participants reporting was 9.9. Thirty-eight percent had completed only the seventh or eighth grade, and 35 percent had completed four years of high school. The mean number of years of school completed by 29 husbands on whom information was given was 8.9 years.
2. Of the 37 participants reporting, 30 percent had received special training in addition to that received in public schools or colleges. Eight of the 29 husbands on whom information was obtained had received special training.

E. Family and household composition

1. Thirty of the 38 participants were married, three were separated or divorced, three were widowed, and two were single.
2. Mean number of persons per family in the 36 families reporting was 4.9.
3. The mean number of persons per household for the 35 reporting was 5.2.

F. Employment of participants and their husbands

1. Of the 37 participants reporting, 11, or 30 percent, were employed part- or full-time by someone or self.
2. Of the 25 husbands who were in the labor force, 36 percent were laborers, 32 percent craftsmen and foremen, 28 percent operatives, and four percent unemployed. Five of these husbands had a second occupation. Five husbands were disabled or retired and hence not in the labor force.

G. Mobility

1. Since first married the 34 participants on whom information was obtained had on the average made .25 move per year, or one move every four years. The range was from none to .75 move per year.
2. The mean number of years which the 29 participants reporting had lived in their present dwelling was 7.4. The range was from one to 23 years.

H. Net income of family

1. The median estimated income for the 36 participants reporting was $3,999. Eleven percent of the 36 had net incomes under $2,000; 39 percent had net incomes of $5,000 or more.

I. Formal organizational participation score

1. This score is the sum of the number of organizations to which one belongs plus three for each office held. The mean score for the 38 participants was .8. Twenty-four, or 63 percent, of the 38 belonged to no organization.
2. Of the 14 belonging to organizations, the largest number belonged to the church.

J. Ownership of selected conveniences

1. Of those reporting 95 percent owned television sets, 89 percent radios, and 71 percent automobiles.

III. Evaluation of Teaching of Participants

A. General reaction to study groups or individual teaching[1]

1. Ninety-seven percent of the 37 women giving information

---

[1] Some of the participants received individual instruction in their homes only. Where attendance is mentioned in the summary, it should be remembered that for those instructed in the home only, the Aide came to the participant's home.

indicated that they looked forward to their lessons. It should be remembered, however, that the women were interviewed by the Aides who taught them.

2. Learning and sociability (for those who were taught in groups) were indicated as important reasons for looking forward to the lessons.
3. Thirty-seven of the 38 interviewees checked one or more home economics topics (or wrote in other) on which they would like further classes.
4. Seventy-four percent of the 34 who reported indicated they would attend classes in the future if neither babysitters nor transportation were provided.

B. Rating of lessons

1. The percent of women attending and rating very helpful the major lesson topics taught in the third series ranged from 59 to 82 for the nine topics. Storage in the Home led the list, and Arrangement of Kitchen Work Centers was at the bottom.
2. The mean percent rating score for all lesson topics to which exposed for 35 participants was 84, a rather high score.[1]

C. Utilization of knowledge

1. The range of percentages of participants mentioning useful ideas derived from the nine lesson topics was from 83 to 100. Painting Furniture ranked first and Homecleaning Products Parade ninth.

---

[1] The rating score was obtained by calculating for each interviewee a percent score which was the sum of her ratings for lessons attended divided by the maximum score for these lessons (2 x the lessons attended and rated) and multiplied by 100. The ratings used were: very helpful = 2, some help = 1, and not at all helpful = 0.

D. Help received as seen by Family Service Aides

1. Of 35 participants on whom the Aides reported, 34 were indicated by the Aides as having received help on a major problem.
2. The categories of help received (which may or may not have been related to a major problem) having the largest number of mentions (12 each) were: making or planning for new curtains, improving storage, painting, decorating, and refinishing furniture.

E. Reactions to publications

1. The percent of participants who could not recall receiving various publications used in the third series of lessons ranged from 100 for Clean Clothes Closet to six for What to Paint.[1]
2. For 16 of the publications 55 percent or more could not recall receiving them.[2]
3. For 13 of the 25 publications which participants remembered receiving, 75 percent or more claimed they could remember something of the contents.

F. Most important thing done as result of participation

1. Cooking and storage were most frequently mentioned by 30 of the participants interviewed by the Aides as the areas in which the most important things had been done by them as a result of their participation.
2. From taped accounts on 31 participants with whom

---

[1] The number of participants giving information on recall receiving for the 26 publications ranged from 22 to 34.

[2] It is possible that percentages of participants who could not recall receiving the publications reflect in part poor distribution arising from failure of the Aides to attend to this consistently or from irregular attendance of participants.

seven Family Service Aides had worked, the accomplishments mentioned most frequently by the Aides were: did something about storage (15 mentions), became interested in teaching program (14 mentions), learned something (11 mentions), and made curtains or drapes (10 mentions). Thirteen different categories of accomplishments (exclusive of a miscellaneous group) resulted from the classification of accomplishments mentioned.

G. Important plans for future stimulated by participation

1. The participants were asked when interviewed by the Aides what important thing they planned to do in the future which was stimulated by the lessons to which they had been exposed. Some of the things most frequently mentioned by 31 respondents were: making or buying curtains, using storage ideas and rearranging kitchen, painting and redecorating, and refinishing furniture.

H. Pre- and post-testing of knowledge of participants

1. The mean percent pre-test score for 50 participants taking one or more parts of a five-part knowledge test on the content of the teaching was 63.2 and for the same individuals the mean percent post-test score was 79.2. The difference (gain) between the two means of 16.0 was highly significant.
2. The pre-test percent scores ranged from 28 to 86 and the post-test percent scores from 51 to 100.
3. The pre-test percent scores on the five parts of the test ranged from 59.2 for part III to 72.5 for part V. The number taking each of the five parts varied from 15 to 33. For the eight who took all five parts the pre-test percent score was 67.2 and the post-test

score was 81.0. The gains in percentage points for each of the five parts as well as all parts were highly significant.

4. Of the 102 items in the test significant gains in correct answers from the pre- to post-test were made on 24. For 23 items there were either no gains or only a gain of one correct answer from the pre- to post-test. Of these 23 items only seven had less than 75 percent of correct pre-test answers and six of these seven items had percentages of correct answers ranging from 62 to 73.
5. Seventy-five percent or more of the participants gave correct answers for 33 items on the pre-test, but only two of these items had significant gains in correct answers from the pre- to post-test. These items may indicate subject matter that might be omitted or deemphasized.

IV. Family Service Aides

A. Total roster of Family Service Aides[1]

1. From October, 1966 to the end of the evaluation and of the program in March, 1968, 26 different women were employed as Family Service Aides. At the end of the evaluation and of the program only seven Aides were employed. Twelve Aides were pre-tested when the third cycle of lessons (evaluation series) was initiated.
2. Of the 26 who had left the program or whose positions were discontinued with its ending, 15 were reported to be gainfully employed and 11 were housewives only.

---

[1] These data were provided by the Home Economics Agent in charge of the program.

3. Of the 19 who had resigned before the program ended, the largest number (7) had quit because of ill health.

B. Comparative characteristics of Family Service Aides, participants and total county population[1]

1. Place of residence. All three groups were predominantly rural and for the most part lived in rural nonfarm places.
2. Tenure. Slightly over 70 percent of each group lived in homes that were owned.
3. Age. The Family Service Aides were on the average older than the participants but slightly younger than females 15 years of age and over in the county's total population.
4. Years of school completed. The Aides differed little in median years of school completed from females 25 years of age and over in the county's total population, but had completed one year more of school than the participants.
5. Marital status. Aides and participants were similar in marital status but both had considerably higher percentages who were married than did the females 14 years of age and over in the county's total population.[2]
6. Family and household size. The mean size of both families and households of Aides was larger than for participants and both groups had larger average (mean) size households than was the case for the total population.

---

[1] The county's total population in 1960 was predominantly rural and most of the Aides and participants were from rural places. Hence, the county's total population was used in this comparison.

[2] This dissimilarity is to be expected since the program was primarily directed to housewives both in terms of participants and Aides.

7. Employment of husbands. Both the Aides and participants had their highest percent (36 percent for both) of husbands in the occupational class of laborers. The occupational class for the Aides with the second ranking percent (27) of husbands was the unemployed and for the participants craftsmen and foremen (32 percent). The highest percent (23) for the total population was for operatives and kindred workers; the second ranking class of occupation for the total population was craftsmen and foremen (19 percent).
8. Mobility. There was little difference between the Aides and participants in number of moves per year since first married. However, the Aides had lived in their present house somewhat longer than the participants.
9. Estimated net family income. The Family Service Aides had a median income of $4,500 in 1966 compared to a median for participants in 1966 or 1967 of $3,999 and a median of $4,969 in 1960 for families in the county's total population.
10. Formal organization participation score. The mean for the Family Service Aides was only 4.4 and for participants only .8. The church was the organization which had the highest percent of both Aides and participants who were members.
11. Summary of comparison.
    a. Compared to participants the Aides as a group were in a more favorable position on net family income, participation score, and years of school completed, but in a slightly less favorable position on husband's occupation.
    b. Compared to the county's total population the Aides were in a less favorable position on husband's occupation, a less favorable position on

net family income, and a slightly less favorable position on years of school completed.[1]

c. Compared to the county's total population the participants were in a less favorable position on husband's occupation, net family income, and years of school completed.[1]

C. Pre- and post-testing of knowledge of Family Service Aides

1. Following the training session or sessions covering the related subject matter, each of the five parts of the knowledge test which was used for testing both the Family Service Aides as well as their participants was administered to the Aides. Ten of the Aides took all five parts of the test before and after being trained on the relevant subject matter; one took four parts of the test; and another, two.
2. The mean percent score of the 12 Aides on the pre-test irrespective of the number of parts of the test taken, was 68.6 and on the post-test, 82.8. The average gain of 14.2 percent points was highly significant.
3. When the test is broken into its five parts, the mean differences (gains) for the five parts ranged from 6.2 percent points to 20.8. The gains were highly significant for parts I through IV; for part V the gain was not significant.
4. For only seven of the 102 items in the test were there significant gains from pre- to post-test on correct answers, but a number of the items had gains that were almost significant.

---

[1] County's total population in the case of years of school completed refers to females 25 years of age and over.

5. On the pre-test 75 percent or more of the Aides gave correct answers to 51, or 50 percent, of the 102 items in the complete test. Thus, the Aides were rather knowledgeable regarding many aspects of the subject matter to which they were being exposed.
6. On only eight items of the test did as few as 25 percent or less of the Aides give correct answers on the pre-test, but on four of these items significant gains in correct answers were made from the pre- to post-test.
7. For 29 items the percent of correct answers given on the pre-test was so high (75 percent or more) that small gains in percentage points could be expected since there were only limited possibilities for gains.
8. Ten items of the test where the percent of correct answers was under 75 and there were no gains or gains of only one percent point should be given attention for either more emphasis in teaching or for the adequacy of statement of the items.
9. The 16 items for which the correct answers declined from the pre- to post-test should be examined for restatement or improved clarity of teaching.

D. Comparison of knowledge tests of Family Service Aides and participants

1. Irrespective of the number of parts of the test taken both the Aides and participants made significant gains from the pre- to post-test; and while on both the pre- and post-test the Aides had a slight advantage over the participants, the latter were closing the gap between Aides and themselves.
2. The participants made significant gains from pre- to post-test for all five parts of the test but the Aides did so for only four parts. Those in both groups who

took all five parts of the test made significant gains.

3. The Aides greatly surpassed the participants in number of correct answers to items on the pre-test. However, the Aides made significant gains from pre- to post-test in correct answers for considerably fewer items than did the participants.

E. Recruitment of participants by Family Service Aides

1. The taped accounts given by the Aides of their recruiting experiences (sometimes including participation items) contained the following categories which consisted of relatively large numbers of mentioned items:
   - a. What talked about relative to recruitment (92 mentions)
   - b. Positive responses (88 mentions)
   - c. Obstacles to participation (66 mentions)
   - d. Individual or group teaching (64 mentions)
   - e. How contacted (49 mentions)
   - f. No obstacles to participation (39 mentions)
   - g. Descriptions or characterizations of women approached (35 mentions)

V. Time and Cost Input for Evaluation Series[1]

A. Time input of Family Service Aides

1. For the evaluation series of lessons which was conducted for approximately seven months (September, 1967 - March, 1968) the 14 Family Service Aides reported 1210.5 hours of work, or on the basis of a

---

[1] These data were provided by the Leader of the Home Economics Division and the Home Economics Agent in charge of the program.

seven hour day, 172.9 days which is equivalent to .75 of a man-year.

2. Only three of the Aides worked during all seven months in which the evaluation series of lessons was conducted. Half of the 14 worked during four months or less.

B. Estimated costs

1. The wages (without deductions) of the Family Service Aides at $1.50 per hour amounted to a total of $1815.75.
2. Wages of the Aides plus fringe benefits amounted to $1,942.64.
3. The total cost of the program for the seven months period amounted to $9,037.75, or approximately $15,500 per year for two series of lessons of six months each.

VI. Relating to a Future Program

A. Problems as seen by participants

1. Cooking and planning meals, keeping things picked up, and making money go further led the list in terms of frequency of mentions.

B. Problems as seen by Family Service Aides

1. As seen by the Aides the three leading problems of the participants whom they interviewed were care and discipline of children, storage space, and health.
2. The outstanding health problem of the participants on whom the Aides gave taped accounts of work with each account accompanied by information on a structured interview schedule was mental and emotional disturbance.
3. The leading problems other than health which could be identified on the Aides' taped accounts of work

with participants and accompanying schedules were care and discipline of children and housekeeping (cleaning).

C. Subject matter for future programs

1. When interviewed by the Aides, the participants were given a list of 12 home economics topics (plus a blank for other) on which they could check the ones on which they would like to have a class. The three topics selected by the largest percentages of participants were: remodelling clothes, ideas with meat specials, and meals from economy foods.
2. In the schedules accompanying their taped accounts on participants with whom they had worked the Aides listed the home economics topics which they thought would be helpful to each participant. Food and its preparation led the list followed closely by sewing.

D. Resources of participants for future educational involvement

1. A large percentage (71) of the participants had cars or other available means of transportation.
2. Practically all (95 and 89 percent) of the participants had TV sets and radios.
3. When interviewed less than one third (30 percent) had viewed the Extension home economics TV program, Family Focus and slightly less than half (46 percent) had ever heard the radio program, Consumer Clues.
4. The radio station listened to most frequently (34 percent) was WIPS.

Implications[1]

1. Indigenous women (designated as Family Service Aides) can be recruited and effectively trained to teach home economics subject matter to women who have had limited opportunities.
2. Participants in study groups or taught alone in their homes will make significant progress in home economics knowledge and will find that this knowledge is useful to them.
3. More careful attention should be given to distribution of home economics publications relating to the subject matter which is taught to participants. Participants will utilize publications if they are adequately distributed.
4. The performance of the participants on the pre-test indicates that a large percentage of them already knew the answers for about one third of the items. Those responsible for determining the content of the teaching should consider omitting these items from the subject matter offered.
5. In addition to making significant gains in home economics knowledge, the participants showed considerable appreciation for their learning experiences and a real interest in further study even though transportation and babysitting facilities were not provided.
6. Closer supervision of both teaching and attendance would improve the program. An adequate system for reporting attendance should be developed.
7. There is clear indication that the program was reaching homemakers many of whom were young women, many of whose husbands were laborers, whose net family incomes were low, who had limited educational attainment, and who participated in no

---

[1] These implications are stated with full awareness that the Family Service Program which the Home Economics Division was conducting in cooperation with the Essex County Committee for Economic Improvement has been discontinued. However, if the Program should be revived, or a modified one initiated, most, if not all, of the implications would provide helpful guidelines.

or few formal organizations. Thus, on the whole the recruitment procedure appears to have reached a group of women for whom the program was intended.

8. While the average net family income of the participants was low, there were some women who had incomes that were above what might be considered as low. In programs of this kind which attempt to involve low-income women, it is fortunate that women from higher income levels have participated, thus helping to prevent the categorizing of the participants as low-income people.
9. The Family Service Aides were in a more favorable position than their participants on net family income and years of school completed, but in a less favorable position on these two characteristics when compared to the total county population. Thus, for two important characteristics the Aides were intermediate between participants and the general population, a not undesirable position for their role in teaching disadvantaged homemakers.
10. While the Family Service Aides made significant progress when trained for the third cycle of lessons, their record on the pre-test of their knowledge of the subject matter of these lessons showed they were rather knowledgeable on many aspects of the subject matter. This suggests that the content of the training of the Aides for this series of lessons should be reexamined in the interest of efficient use of training time.
11. The training of the Family Service Aides needs to be intensified since their pre-test knowledge as well as post-test knowledge was not greatly ahead of that of the participants.
12. The Family Service Aides indicated in their accounts of recruitment some need for training in this area, especially on devising a better recruitment procedure, on meeting obstacles raised by those who were visited for purposes of recruitment,

and possibly on extent of relying on relatives to become participants. There may also be some need for setting goals as to numbers of participants and for planning a wider coverage of the county.

13. In the interest of efficient use of time, future teaching of low-income women should insofar as is possible be done through groups, with less attention to instructing individual homemakers in their homes.
14. In the absence of information on their employment before becoming Family Service Aides it is not possible to evaluate effectively the Aides' employment status following their leaving the program. It is noteworthy, however, that 15 of the 26 who were ever employed were reported to be gainfully employed after leaving the program. The experience in the program of these 15 women may have influenced their interest in gainful employment and possibly upgraded the quality of their work.
15. The extensive ownership of TV sets and radios among the participants suggests that these channels of communication could be utilized for reaching low-income homemakers. However, the numbers presently using these media for home economics education is not especially high. This applies particularly to TV. Considerable effort would be required to increase the viewing and listening interests of low-income homemakers. A possible attack on this would be to relate the group and individual teaching to TV and radio programs.
16. In planning future educational programs for low-income homemakers emphasis should be given to such topics as: cooking and meal planning, housekeeping, use of money, sewing, care and discipline of children, storage space, health, and mental and emotional disturbance.
17. The cost of operating (exclusive of certain administrative overhead costs) the evaluation series for approximately seven months was $9,037.75. At this rate, if two series

of lessons of six months each were conducted per year the cost would be around $15,500.[1]

---

[1] This assumes an average cost per month of $1,291.11.

EVALUATION OF FAMILY SERVICE PROGRAM
HOME ECONOMICS DIVISION OF COOPERATIVE EXTENSION
ESSEX COUNTY, NEW YORK

Introduction

Concern of Home Economics Extension for the Culturally or Economically Disadvantaged

The Family Service Program in Essex County had its origin in a request by the Essex County Director of the County Committee for Economic Improvement to the Leader of the Home Economics Division of Cooperative Extension for help and advice in preparing for funding of an educational program for low-income homemakers. After some delay, a program was finalized and a contract approved in May, 1966, although funds for operation were not received until August, 1966.

Around the time the contract was approved, a statement of the Contribution of Home Economics to Cooperative Extension Program Efforts Designed to Reach Culturally or Economically Disadvantaged Youth and Adults was released by a Task Force of the College of Home Economics at Cornell University. This statement provides the supporting policy of the College for programs such as the Essex County Family Service Program. The opening paragraph reads as follows:

> Cooperative Extension is actively seeking ways to reach more of the disadvantaged than it has served in the past. In the College of Home Economics a Task Force has developed the following statement to guide the total Cooperative Extension staff in designing and carrying out educational programs for economically or culturally disadvantaged persons and families. It is hoped that these guides will help the Home Economics staff of Cooperative Extension work together to meet this common goal.

The statement continues with these comments:

> . . . Historically, Cooperative Extension's educational

> thrust has been disciplined by the needs of society and the knowledge available to assist in the solution of problems.
>
> . . . Years of experience in work with large numbers of New York State youth and adults form a valuable base from which to design new program efforts for those who have had fewer advantages than many of Cooperative Extension's audiences.
>
> . . . County personnel are encouraged to develop and implement exploratory programs aimed at the solution of specific problems in collaboration with appropriate members of the Extension faculty.

Two contracts for operating the Family Service Program, one for 1966-67 and one for 1967-68, were made between the Essex County Committee for Economic Improvement and the Home Economics Division of Essex County Cooperative Extension. For the most part, the two contracts were similar. The 1966-67 contract designated three areas in which the Home Economics Division would be expected to operate, namely, 1) training of aides for a homemaking service principally under the direction of public health agencies, 2) teaching Head Start mothers with children enrolled in the Head Start Program operating through the schools, and 3) training and supervising Family Service Aides for a Family Service Program.

The Essex County Family Service Program

Under the 1967-68 contract the training of aides for the homemaking service was discontinued. With this major exception, the two contracts, with only minor changes, were identical.

In addition to the designation of the major functions mentioned above, the contracts contained the following provisions:

A. General administration

1. Executive director of Community Action Agency[1]

---

[1] The Community Action Agency along with the Neighborhood Youth Corps was under the direction of the County Committee for Economic Improvement (composed of citizens from all economic levels, 40 percent of whom were area residents from groups to be served) and its Board of Directors.

and Leader of Home Economics Division responsible for overall planning and coordination.

2. Supervision of Family Service Aides delegated to Home Economics Division.

B. Family Service Director or Extension Home Economist

1. To be employed by the Home Economics Division and paid by funds from the Office of Economic Opportunity.

2. Major duties: conduct training workshops for Family Service Aides, supervise Family Service Aides, assist Family Service Aides in recruitment of homemakers who were to be taught, assist in the selection of Family Service Aides, serve as liaison between OEO organization and Extension Service, prepare weekly records and reports, revise lessons, recommend additional training for Family Service Aides, and evaluate program.

3. The agent employed to fill this position would also give some time to regular Extension programs with the Home Economics Divisional Leader giving an equal amount of time to the Family Service Program.

C. Family Service Aides

1. To be selected from the low-income group by the Executive Director of the Community Action Agency from persons recommended by town boards and Care Center field workers after conferring with the Home Economics Extension Division; dismissals by Executive Director after conferring with Home Economics Division.

   a. One aide from each of 15 townships and two from each of three townships for a total of 21, would be employed.

2. Qualifications: minimal eighth grade education, economically disadvantaged, capable and responsible homemaker, good character and reputation in the community, sympathetic with objectives of the Economic Opportunity Act and of Cooperative Extension, ability to communicate with poor group.

3. Duties: make physical arrangements for classes (or conferences), recruit participants for classes (or conferences), arrange for transportation of participants in classes when necessary, attend training workshops, teach classes (groups) or individuals or arrange for agency resource people to do this, prepare weekly reports, aid in evaluation, and suggest future program needs.

D. Care Center Coordinators[1]

1. Assist with recruitment of class participants.
2. Assist with coordination of Family Service Aides.
3. Assist with arrangement for classrooms.

E. Length of lessons

1. Workshops for training Family Service Aides: four-hour sessions.
2. Classes or conferences for participants: three-hour sessions.

F. Evaluation

1. To be done by the Family Service Director (Extension Home Economist) assisted by Family Service Aides (specific form for Aides to evaluate their classes or conferences).

During the period of the two contracts, the Essex County Division of Home Economics conducted the teaching programs in the following order:

1. Lessons for Head Start parents: four lessons, conducted during summer of 1966.
2. Training lessons for Homemaker Home Health Aides in cooperation with County Department of Public Health--five lessons by home economist and three lessons by public health nurses; conducted in latter part of 1966.
3. First series of Family Service Program lessons including training of Family Service Aides--Foods Series, conducted in latter part of 1966. A series of orientation lessons for Family Service Aides preceded their training in the Foods Series.
4. Second series of Family Service Program lessons including training of Family Service Aides--The Homemaker and Her Home Series, conducted in spring of 1967.
5. Lessons for Head Start parents--four lessons, conducted in summer of 1967.

---

[1] Twelve of the 18 townships established Care Centers and had advisory boards consisting of 10 members four of whom were expected to be residents of the area and members of the groups to be served.

6. Third series of Family Service Program lessons including training of Family Service Aides--Housing and Design Series, conducted in the latter part of 1967. An orientation lesson was given the Family Service Aides preceding their training for this series of lessons.

For the Family Service lessons, the Aides were trained for a given lesson or group of lessons and then that lesson or group of lessons was taught to their classes of participants. This continued for the entire series until all lessons in the series were covered.

The Third Series of Lessons of the Family Service Program

This evaluation study initiated in the early part of 1967 is focused on the third series of lessons of the Family Service Program. The general purpose of the programs as stated in the 1967-68 contract between the Essex County Committee for Economic Improvement and the Home Economics Division was as follows:

> The purpose of this program is to aid the mothers of low economic and social level in aspects of managing the home. This is to include such instruction as food and nutrition, selection and care of clothing, managing the home for health and safety of family members with emphasis on using resources of home and community to the benefit of family group.

Under this general purpose, the third series of lessons with accompanying statements of objectives (or explanations) as outlined by the home economics agent in charge of the program was as follows:

Lesson 1.	The importance of being a woman --advantages and responsibilities of being a wife and mother
Lessons 2 and 3.	Storage in the home --explaining basic ideas of neatness and home storage --display simple to make and use storage devices --"now you make some"--a work lesson in making some of the suggested storage devices

Lessons 4, 5, 6, 7, and 8.	Decorating my home --to help plan color and improvements in the home including ·use and selection of paint in the home ·painting furniture ·selecting inexpensive curtains ·making curtains
Lesson 9.	Homecleaning products parade --to help homemakers see the advantages of certain cleaning products --to aid women in selecting products which do a variety of cleaning jobs with the least expense
Lesson 10.	Arrangement of kitchen work centers --to help homemakers in planning work areas in the kitchen for less work and more safety --to give opportunities for women to plan their own work areas

For purposes of obtaining certain information and for analysis, these lessons were subsequently stated by the home economics agent as 10 major lesson topics, namely:

You Are a Very Important Person (VIP)
Storage in the Home
Making Storage Devices
Use and Selection of Paint in the Home
Painting Furniture
Selecting Inexpensive Curtains
Making Curtains
Homecleaning Products
Arrangement of Kitchen Work Centers

The lessons were taught both to groups of women and individual homemakers in their homes.

Design of Study

Purposes of Study

The two major purposes of the study were: 1) to describe the socio-economic characteristics of the Family Service Aides and the women with whom they have worked in the third series of Family Service lessons and 2) to indicate the influence of training for teaching the third series of lessons on the Family Service Aides and in turn their influence on the women to whom they taught the lessons. A third purpose of the study was to set forth in an analytical manner selected aspects of program input.

The first and third purposes are fairly straightforward and do not require further comment. Since evaluation of teaching to be adequate should be designed around teaching objectives, some further comments regarding the second purpose are appropriate. Examination of the lesson outline and acquaintance with the training of the Family Service Aides and their teaching of participants indicate that the major emphasis of the teaching has been the transmission of home economics knowledge and to some extent, homemaking skills. In view of this emphasis, measurement of influence has been primarily a measurement of knowledge acquired through the teaching process. In the case of the participants, some attention has also been given to indications of the influence of publications made available during the teaching and to what the participants had done as a result of their exposure.

Methodology

Testing procedures. Since the determination of knowledge acquired was considered to be the major criterion for measuring the attainment of what appeared to be the core objective of the program, i.e., knowledge of subject matter taught, a knowledge test was developed which covered all of the major subject lesson topics of the series. The test was used for both the Family Service Aides and the participants, and the pre- and post-tests were identical. The leader of the Essex County Home Economics Division, the Home Economics agent responsible for the program, and the author developed the test. Excluding the test for lesson one, which was not intended for scoring, the other five parts of the test in the order administered, consisted respectively of 22, 25, 24, 16, and 15 items (see Appendix A for these five parts of the test). The test was an objective type, and exclusive of the test for lesson one consisted of 73 multiple-choice, 23 true-false, and three fill-in-blank questions.[1] It was given a limited pre-test on the basis of which it was put in final form. In calculating test scores, no correction for guessing was attempted. The Family Service Aides were given the entire battery of pre-tests at one sitting preceding their training and post-tests following each of six training lessons or combinations of lessons. The participants were given pre- and post-tests in connection with each of the six lessons or combinations of lessons.[2]

It was recognized that for both the Family Service Aides and the women participating in the classes or as individuals, the testing might constitute a threat to them and be considered a school-type examination. Consequently, conscious and serious effort was made to redefine testing. It was introduced to the Family Service Aides as a way for them to find out what they knew about the important aspects of the subject matter on which they were to receive training. Following the administration of each part of the post-test, they were given the correct answers so they could check on their knowledge before starting their teaching. In administering the pre-test, which was done by the author, the entire test was read, even though the Family Service Aides each had a form to be filled out. This was done to illustrate the procedure that they might find necessary in their administration of the test to their participants since some of them might have reading problems. For the pre-test all parts of the test were administered at one time. The post-testing of the Family Service Aides was conducted by the home economics agent in charge of their training with that part of the test which was relevant to the instruction for a given session being given at the end of the session. The Aides were given the correct answers for each part of the post-test following their taking of the tests. A form of the test was provided for their recording these answers.

---

[1] One of the fill-in-blank questions had four parts, each of which was counted as an item, making a total of 102 items for the entire test.

[2] The pre- and post-test for the first lesson was administered in most instances but it was designed to give the home economist in charge of the program some ideas about how the Aides and the participants thought of themselves as wives and/or mothers and was not designed for scoring. It is doubtful that the post-test on lesson one had any real meaning since the questions in it were not well designed for post-testing. Originally it was not planned to use the test for post-testing and it is believed that the original plan should have been followed.

The Family Service Aides were instructed to give a teaching-learning interpretation to the testing of the participants similar to that which they had experienced. The pre-test for the participants had the following statement on its cover page:

> How Much Are We Learning?
>
> Attached are some questions which will indicate to your teachers how much you already know about the material you will be taught in the series of lessons in which you will participate. This will help your teacher plan future lessons. It can also help you in your learning by calling attention to what the teacher considers important. Each question with its directions for answering will be read to you. After a question[1] is read, you are asked to answer according to directions.

The post-test had this statement on its cover page:

> How Much Have We Learned?
>
> Attached are some questions which will help you check up on what you have gotten out of the classes you have been attending. After you have answered the questions, your Family Service Aide will review the questions with you so you will have the right answers before your class is discontinued. This will be a real opportunity to

---

[1] Although the Family Service Aides were instructed to read the questions both for the pre- and post-tests, it is not known how many of them really did so.

> pin down some specific information that you have considered in your class discussion.
>
> Each question with its directions for answering will be read to you. After a question is read, you are asked to answer according to directions.

The Family Service Aides administered the pre- and post-tests following a schedule which in general called for a pretest before each major section of the course and a post-test at the end of the instruction for that part of the course. They were instructed to give correct answers to the test following each post-test administration.[1]

Interviewing procedures. The Family Service Aides who were responsible for recruiting women for instruction were interviewed by the author following their recruitment efforts and at about the time they started their teaching. This interview had two parts: 1) taped recordings following an outline (see Appendix B) and stimulated at a few points by questions from the interviewer on the experience of each Family Service Aide in recruiting participants, and 2) structured schedules for obtaining personal characteristics about each Aide such as marital status, place of residence, tenure, education, age, family composition, employment (self and/or husband), mobility, participation in organizations, income, how recruited for the position of Family Service Aide, and what gained personally through working as a Family Service Aide (Appendix C).

Taped accounts of their recruitment experiences were obtained from 14 Family Service Aides. These accounts dealt with individual recruits whose names were usually randomly sampled from lists of contacts which the Aides had made before giving the accounts. In a few instances where the lists were short, all the women on the list were reported on. The number of accounts given ranged from two to five with four being the most frequently occurring number. In addition, all but one of the 14 Aides gave general accounts of their recruiting experiences. One Aide gave only a general account. Some of the accounts included women recruited for a previous series of lessons.

---

[1] Following the completion of her own test each participant was given a test form on which she could record the correct answers given by the Family Service Aide.

After their teaching of the third series of lessons, taped accounts following a brief outline with occasional questions from the interviewer were obtained from seven of the Family Service Aides. Each taped account was followed by a series of specific questions relating to the woman about whom the account was given (see Appendix D). These questions sought to obtain information on whether the woman was taught in a group or individually, number of children, husband's occupation, her occupation, whether or not on Welfare, family problems, condition of house, improvements as result of work of the Family Service Aide, and a few other miscellaneous items. The participants on whom the accounts were taped were randomly chosen from lists of participants. The number of accounts taped by the seven Aides varied from four to five per Aide.

A rather lengthy schedule was developed which the Family Service Aides were asked to use in interviewing the participants in their classes. This schedule was divided into parts I and II (see Appendix E). Part I called for the participant's evaluation of each lesson, evaluation of publications relating to the lessons which were distributed to the participants, interest of the participant in attending additional classes, and the participant's more serious homemaking problems. Part II sought information on personal characteristics similar to those sought from the Family Service Aides themselves.

Other procedures. Each Family Service Aide was asked to fill out for each lesson taught a form reporting on that lesson (see Appendix F). The Aides were also requested to complete a short form reporting in general on their teaching experience with each group or individual (see Appendix G). In addition, each Aide was asked to complete a short form on each participant she interviewed. On this form she reported what she considered the woman's major homemaking problem and what help she thought the woman had received on this problem as a result of her study-group experience or individual instruction (see Appendix E, last page of schedule).

Employment records of Family Service Aides, program documents, cost data, and miscellaneous information were obtained through the county home economics agents.

A summary of the research operations of the study follows:

	From whom data were obtained		
	Family Service Aides	Participants --study group and individuals	County home economics agents
Pre-test on subject matter	X	X	
Post-test on subject matter	X	X	
Interviewing with reference to:			
Experience in recruitment--taped following an outline	X		
Characteristics--using a structured schedule	X	X	
Lessons and printed material--using a structured schedule		X	
Teaching activities with a sample of participants--taped interviews following an outline accompanied by a short schedule	X		
Post-testing information on each participant interviewed--using reporting form	X		
Lesson reports[1]	X		

---

[1] The data from these reports were inadequate for analysis purposes.

	From whom data were obtained		
	Family Service Aides	Participants --study group and individuals	County home economics agents
Reports on teaching experience with groups or individuals[1]	X		
FSA employment records, program documents, cost data, and miscellaneous information			X

Characteristics of Participants[2]

Place of Residence

The 38 participants who provided the information on characteristics presented here were scattered among nine of the county's 18 townships (Table 1). The nine townships were fairly well distributed over the county. The largest percent (18) lived in Newcomb township and the smallest (three) in Elizabethtown township.

The 38 participants were predominantly rural. Only six, or 16 percent, lived in a place having a 1960 population which was 2,500 or more (Table 2). None lived on a farm, but 11, or 29 percent, lived in the country not on a farm. Almost one third (31 percent) lived in villages under 2,500, and about one fourth (24 percent) lived near a village that was under 2,500.

---

[1] Only a few of these reports were returned; consequently there were not enough data for analysis purposes.

[2] Of the 106 participants from whom one or more pre- or post-tests, or an interview schedule, or both were obtained, the 38 interviewees included in this section constituted 36 percent. The 106 participants are a close approximation of the total number of participants in the third series of lessons with which this study is concerned. No source of total number of participants in the third series was available other than the list of those who took one or more pre- or post-tests, or for whom an interview schedule was completed, or both. The information in this section on characteristics of participants was obtained through interviews conducted by the Family Service Aides. One of the 38 participants was a man.

Table 1

Number and Percentage Distribution of Participants According to Township in Which Lived

Township	Participants Number	Participants Percent
St. Armand	5	13
Elizabethtown	1	3
Keene	4	10.5
Chesterfield	2	5
Newcomb	7	18
North Hudson	6	16
Schroon (southern part)	4	10.5
Ticonderoga	6	16
Westport	3	8
Total	38	100.0

Table 2

Number and Percentage Distribution of Participants According to Place of Residence

Place of residence	Participants Number	Participants Percent
On farm from which we get more than ½ income	0	--
On farm from which we get less than ½ income	0	--
In country but not on a farm	11	29
In village less than 2,500	12	31
In village of 2,500 or more	6	16
Near village less than 2,500	9	24
Total	38	100

Tenure

Of the 36 participants who reported, 26, or 72 percent, owned their house (Table 3). Only seven, or 20 percent, of the 36 were renters. Three, or eight percent, lived with relatives apparently without paying any rent.

Table 3

Number and Percentage Distribution of Participants According to Tenure

Tenure	Participants	
	Number	Percent
Own house	22	61
Rent house or apartment	6	17
Rent trailer	1	3
Own trailer	4	11
Lives in house of relatives free of charge	3	8
Total	36[a]	100

[a] No information: 2

Age of Participants and Husbands

The mean age of the 38 participants was 38.5 years (Table 4). Only one was over 60 years of age, but 32 percent were under 30. The mean age of the 30 married women in the group was 38.4 years.

The mean age of the husbands of the 30 married women was 42.1 years. Twenty-six percent of these husbands were under 30 years of age.

Years of School Completed

The median years of school completed by the 37 participants giving information was 9.9 (Table 5). Fourteen, or 38 percent,

Table 4

Number and Percentage Distribution of Participants According to Age

Age	Participants Number	Participants Percent
Under 20	3	8
20 - 29	9	24
30 - 39	9	24
40 - 49	7	18
50 - 59	9	24
60 - 69	0	0
70 - 79	0	0
80 - 89	1	3
Total	38	101[a]
Mean	38.5	

[a] Does not add to 100 because of rounding.

of the 37 had completed only the seventh or eighth grade, but none had completed less than seven years. Thirteen, or 35 percent, had completed four years of high school, and four of these, or 11 percent of the total (37), had completed either one or two years beyond high school.

Mean number of years of school completed by the 29 husbands on whom information was given was 8.9 years. Fifteen of these husbands, or 51 percent, had completed from three to eight years. One had completed one year beyond high school. The range of years of school completed by husbands was from three to 13 years.

Special Training Received

Of the 37 participants who reported, 11, or 30 percent, had received special training in addition to that received in public schools or in colleges. These eleven had received a variety of kinds of training. The following tabulation gives the kind of training they had received:

	Number
Adult education classes (subjects not specified)	3
Red Cross--nurse's aide	1
Training for cashier, meat wrapping, and store clerk	1
Home nursing course	1
First Aid course	1
Nurse's training	1
Hair dresser	1
Training for cashier and waitress	1
Training with business machines, key punch, and data processing	1

Table 5

Number and Percentage Distribution of Participants According to Years of Schooling Completed

Years of schooling		Participants	
		Number	Percent
7		4	11
8		10	27
9		5	14
10		3	8
11		2	5
12		9	24
13		3	8
14		1	3
	Total	37[a]	100
	Mean	9.9	

[a] No information: 1

For eight of 29 husbands on whom information was obtained, the special training received included the following:

	Number
Adult education classes (subject not specified)	1
Mason and carpentry trades	1

	Number
Machinist	1
Millwright (repairman)	1
IBM	1
Mechanic and carpenter	1
Heavy equipment	1
Machine operator	1

Family and Household Composition

Thirty of the 38 participants were married, three were separated or divorced, three were widowed, and two were single. The mean number of persons per family in the 36 families of the participants reporting was 4.9 (Table 6).

Table 6

Number and Percentage Distribution of Participants According to Total Number in Family

Total number in family	Participants Number	Participants Percent
1	1	3
2	7	19
3	7	19
4	3	8
5	2	6
6	8	22
7	3	8
8	1	3
9	3	8
13	1	3
Total	36[a]	99[b]
Mean	4.9	

[a] No information: 2

[b] Does not add to 100 because of rounding.

Seven, or 19 percent, of the 36 participants on whom information was obtained had only two members in the family. On the other hand, 16, or 44 percent, had from six to 13 members.

The mean number of children living at home in the families of the 35 participants who were or had been married and who reported, was 3.2. The mean age of these children was 9.4 years. The ages of the children (N=111) ranged from those under five to a few 20 and over. The percentage distribution was as follows: under 5, 28 percent; 5 - 9, 21 percent; 10 - 14, 27 percent; 15 - 19, 19 percent; and 20 and over, five percent. Six participants who were or had been married reported no children living at home, but 10, or 29 percent, had from five to 11 children. The mean number of children ever had in the families of the 35 participants was 4.6. Five of the participants had never had any children in their families, but 17, or 49 percent, had had five to 13 children.

The mean number of persons per household (includes immediate family, other relatives and nonrelatives sharing room and board) for 35 households reporting was 5.2. Thirty of the households had no relatives and 36 had no nonrelatives.

Employment of Participants and Their Husbands

Twenty-six, or 70 percent, of the 37 participants reporting were not employed. Ten, or 27 percent, were employed by someone either full- or part-time, and one, or three percent, was self-employed part-time. The occupational classes in which the 11 employed participants fell were:

	Number
Service workers	7
Clerical workers	2
Operatives	1
Laborers	1

Laborers constituted 36 percent of the husbands of the 25 participants having a husband who was in the labor force, and craftsmen and foremen made up 32 percent of the total, followed by operatives with 28 percent (Table 7). One, or four percent, was unemployed. Five of the husbands had a second occupation. Two of these were operatives, two service workers, and one did farming. Five husbands were disabled or retired and hence not in the labor force.

Table 7

Number and Percentage Distribution of Participants According to Husband's Occupation

Husband's occupation	Participants	
	Number	Percent
Craftsmen and foremen	8	32
Operatives	7	28
Laborers	9	36
Unemployed	1	4
Total	25[a]	100

[a] No husband: 8; disabled or retired: 5

Mobility

The mobility since first marriage of the 34 participants on whom information was obtained was on the average about .25 of a move per year, or one move every four years. The range was from none to .75 of a move per year. Six had never moved. The extremes for number of moves per year of married life did not show any important difference in number of years of marital life. The average (mean) number of years of marriage was slightly less for those who made no moves (10.5 years) than for those who had made from .42 to .75 moves per year (12.8 years). However, the frequencies for both extremes were relatively small and the range was fairly narrow.[1]

---

[1] If a wider range of extremes is taken, those participants with from 0.0 to .19 moves per year of married life had an average (mean) number of years of marriage of 18.1 compared to 16.6 for those with from .29 to .75 moves per year of marriage.

The mean number of years which the 29 participants reporting had lived in their present dwelling was 7.4. The range was from one to 23 years. When number of years lived at present dwelling was related to years of marriage, for those married from one to eight years the average (mean) number of years lived at present dwelling was relatively short, only 1.8 years, compared to an average (mean) of 6.9 years for those who had been married from 31 to 43 years.

Net Income of Family

The participants were asked to estimate their total net family income for 1966 or 1967.[1] This income was defined as income after farm or business expenses were deducted and was to include income of wife, husband, and other members of the immediate family (children) living at home. The median estimated income for the families of the 36 participants reporting was $3,999 (Table 8). Four, or 11 percent, of the 36 families had net incomes under $2,000. On the other hand, 14, or 39 percent, had net incomes of $5,000 or more. Thus, while the average (median) family net income was low, a number of the families had incomes that were somewhat above the average (median).

Formal Organization Participation Score

This score is the sum of the number of organizations to which one belongs plus three for each office held. The mean score for the 38 participants was .8 (Table 9). Twenty-four, or 63 percent, of the 38 participants belonged to no organization; seven, or 18 percent, belonged to one organization; three, or eight percent, to two; and one, or three percent, to three. Only three participants held any official positions in the organizations to which they belonged.

---

[1] Since the interviewing extended from late 1966 to the early part of 1967, it is probable that some of the income information was for 1967, although the schedule called for 1966 data.

Table 8

Number and Percentage Distribution of Participants According to Total Family Net Income: 1966 or 1967

Total family net income	Participants Number	Participants Percent
Less than $1,000	1	3
$1,000 - 1,999	3	8
$2,000 - 2,999	9	25
$3,000 - 3,999	5	14
$4,000 - 4,999	4	11
$5,000 - 5,999	3	8
$6,000 - 6,999	4	11
$7,000 - 7,999	3	8
$8,000 - 8,999	2	6
$9,000 - 9,999	2	6
Total	36[a]	100
Median	$3,999	

[a] No information: 2

Table 9

Number and Percentage Distribution of Participants According to Formal Organization Participation Score

Participation score	Participants Number	Participants Percent
0	24	63
1	7	18
2	3	8
3	1	3
4 (1 organization)	2	5
9 (3 organizations)	1	3
Total	38	100
Mean (including 0's)	.8	

The 14 participants who were members of organizations belonged to the following:

Organization	Number
Church	6
Home Demonstration Unit	3
Women's Society for Christian Service	2
Brownies or Girl Scouts	2
Amvets Auxiliary	1
Bowling Team	1
Committee of Education	1
County Extension Board of Directors	1
Eastern Star	1
OEO Homemakers	1
Parent-Teachers Association	1
Sunday school	1

Ownership of Selected Conveniences

Television sets were owned by almost all (95 percent of the 38 participants), and radio by almost as many (89 percent of the 37 reporting) (Table 10). Automobiles were owned by almost three fourths (71 percent of the 35 reporting). A little over one half (53 percent of 38) had wringer type washers, but only about one third (34 percent of 38) owned automatic washers. One third (33 percent of the 36 reporting) owned either an electric or gas dryer, and approximately one fourth (27 percent of the 37 reporting) had a deep freezer.

Evaluation of Teaching

General Reaction to Study Groups or Individual Teaching[1]

The participants were asked by the Family Service Aides when the latter interviewed them whether or not they looked forward to attending lessons. Since the interviewers were also

---

[1] Some of the participants received individual instruction in their homes only. Where attendance is mentioned in the text, it should be remembered that for those instructed in the home only attendance means the Aides came to the participant's house.

Table 10

Number and Percentage Distribution of Participants According to Possession of Selected Conveniences

Conveniences	Participants Number	Participants Percent
Car (N=35)	25	71
TV (N=38)	36	95
Radio (N=37)	33	89
Deep freezer (N=37)	10	27
Automatic washer[a] (N=38)	13[b]	34
Wringer type washer (N=38)	20[b]	53
Electric or gas dryer (N=36)	12	33

[a] Includes three who checked that they had both automatic and wringer type washers.

[b] If the 13 who had automatic washers and the 20 who had wringer type washers are added together the total is 33. This leaves five who had no washers.

the teachers of the interviewees, it would be expected that only the most critical ones would respond negatively to this question. Ninety-seven percent of the 37 women who answered the question indicated that they looked forward to their lessons. At least the women were well enough satisfied with the lessons that few of them were ready to give a negative answer to the question.

Of the 37 women who indicated that they looked forward to the lessons, 33 stated why they had done so. The tabulation below presents the categories under which their answers were classified:

Reasons for looking forward to lessons	Percent
Enjoyed learning many things to help manage home better	49
Helpful, interesting, or educational	27
Enjoyed getting together with other women and learning and comparing ideas or points of view	21
Interested in knowing what "CARE" does	3
Total	100

Practically all of the women emphasized learning. About one fifth mentioned getting together with other women along with learning. The number who mentioned this social aspect of the teaching is probably reduced because some of the interviewees were taught individually.

Two other questions which the women were asked can be interpreted as reflecting their approval of their experience in the study groups without the answer involving an awkward situation with their interviewers. When asked which of a list of 14 subjects (plus an other to write in) they would like to have a class on, 37 of the 38 interviewed checked (or wrote in) at least one topic. When asked a further question designed to test how much effort they would exert, namely, "if you checked one or more or wrote in other for the question on topics would like to have classes on, would you attend the class or classes if neither transportation nor child care (babysitting) are provided?" Seventy-four percent, almost three fourths, of the 34 who answered the question indicated they would attend if neither of the services were provided.

Rating of Specific Home Economics Lesson Topics

If very helpful is taken as the level of rating which is indicative of real appreciation of the home economics lessons taught in the third series, the percentages of the women (attending and rating) who rated the major lesson topics very helpful ranged from 59 to 82 for the nine topics.[1] Storage in the Home led the list, and Arrangement of Kitchen Work Centers was at the bottom. The nine lesson topics are arrayed from highest to lowest percent rating them very helpful in the tabulation below:

---

[1] This rating was done by the participants when interviewed by the Family Service Aides.

Major lesson topic	Percent considering very helpful
Storage in the Home (N=28)[1]	82
Making Curtains (N=30)	80
Home Cleaning Products Parade (N=24)	75
Making Storage Devices (N=24)	75
Painting Furniture (N=25)	68
Selecting Inexpensive Curtains (N=30)	63
You Are a VIP (N=27)	63
Use and Selection of Paint in the Home (N=24)	62
Arrangement of Kitchen Work Centers (N=22)	59

The qualitative ratings of the lesson topics were reduced to a score with very helpful = 2, some help = 1, and not at all helpful = 0. A percent score for all of the topics combined was calculated for each interviewee. This percent score was obtained by summing the numerical values of the ratings for lesson topics to which exposed, dividing by the maximum score for these topics (which was 2 x the topics to which exposed) and multiplying by 100. The mean percent score for lesson topics to which exposed was 84 (Table 11). The women were very generous in their ratings. Thirty-four percent gave ratings of 100. Only two women rated the topics under 60 percent. Undoubtedly, the ratings were somewhat influenced by the fact that the FSA's who did the teaching also interviewed those whom they taught. It was recognized that this would occur, but it was felt that for the interviewing to be carried out without negatively affecting the participants, the FSA's were the only ones who could do it.

Utilization of Knowledge

In the interviews of the participants by the Family Service Aides at the end of the series of lessons, an attempt was made to ascertain what useful ideas that were especially helpful

---

[1] N's are the numbers rating the lesson topics.

Table 11

Number and Percentage Distribution of Participants According to Percent Score for All Lesson Topics

Percent score for all lesson topics		Participants Number	Participants Percent
50 - 59		2	6
60 - 69		5	14
70 - 79		4	11
80 - 89		9	26
90 - 99		3	9
100		12	34
	Total	35[a]	100
	Mean	84	

[a] No information: 3

were gotten from specific lesson topics. The tabulation below lists the nine major lesson topics in rank order according to percent of participants who indicated a useful idea acquired as the result of the teaching of the respective topics:

Major lesson topics	Percent giving useful idea
Painting Furniture (N=26)[1]	100
Use and Selection of Paint in the Home (N=24)	96
Selecting Inexpensive Curtains (N=30)	93
Arrangement of Kitchen Work Centers (N=23)	91
Making Storage Devices (N=25)	88
Making Curtains (N=30)	87
Storage in the Home (N=29)	86
You Are a VIP (N=28)	86
Homecleaning Products Parade (N=24)	83

---

[1] The N's in the tabulation are the numbers of participants exposed to the topic and reporting on useful ideas gotten from the lesson topics. The difference between these N's and the 38 participants interviewed is the result of deducting those not exposed to the topic and/or not giving information.

The most frequently mentioned useful ideas considered especially helpful which the participants gave for each lesson topic were:[1]

Lesson topic and idea	Number of mentions
Selecting Inexpensive Curtains (N=28)[1]	
How to choose inexpensive but suitable materials	13
Making Curtains (N=26)	
How to lengthen and shorten curtains	11
You Are a VIP (N=24)	
A wife and mother is an important person; I am more important than I realized	10
Homecleaning Products Parade (N=20)	
Use of cheaper products for cleaning rather than advertised name brands	9
Arrangement of Kitchen Work Centers (N=22)	
How to arrange kitchens for the most convenience; placing closely related centers together	8
Painting Furniture (N=26)	
Furniture should have a hard finish	7
How to refinish--sanding, using paint remover, primer, wood filler, etc.	7
Use and Selection of Paint in the Home (N=23)	
Choosing color to help make a room look cooler or warmer or more cheerful	7
Making Storage Devices (N=22)	
How to make storage devices from inexpensive materials we have	5
Use of pegboard	5

Help Received as Seen by Family Service Aides

The interview schedule for participants contained a supplementary page on which the interviewing Aide who had taught them could list their major problem as the Aide saw the situation.[2]

---

[1] N's are numbers giving an idea.

[2] Some Aides listed more than one problem for a given participant.

The Aide was then asked to indicate by yes or no whether or not she thought the participant had received help on her problem. The next item called for the Aide to indicate what help she thought the participant had received on this problem through the lessons to which she had been exposed. Examination of the statements of help received indicated that the Aide sometimes departed from help on the problem previously listed and simply listed the help which she thought the participant had received through working with her. Consequently, while what appeared to be an important list of ways in which the participants had been helped could be compiled from the statements made by the Aides, the help was at times unrelated to the problem previously stated for each participant.

The Aides reported that they thought 34 of 35 participants on whom they recorded information had received help on the major problem which they had identified. For these 34 participants they also indicated the help which they thought the participants had received, but as has been noted this help was sometimes not closely, if at all, related to the major problem. Keeping in mind this definition of relevance to major problems of the help listed, the categories of help with number of mentions for each which were derived from the Aides' statements are presented below:[1]

Help received on:	Number of mentions (N=34)
Making or planning for new curtains	12
Improving storage	12
Painting, decorating and refinishing furniture	12
Keeping house cleaner and taking more interest in its appearance	7
Giving homemaker a feeling of worth in life	6
Improving personal appearance and creating greater interest in life	5

---

[1] More than one kind of help was listed for some participants.

Help received on:	Number of mentions (N=34)
Improving cooking	3
Learning little hints from lessons some of which have been done	3
Learning sewing	2
Improving methods of cleaning	2
Getting children to attend 4-H which is helping homemaker some	1
Saving money	1

Reactions to Publications

As each participant was interviewed by a Family Service Aide, copies of 26 different publications, i.e., bulletins, leaflets, and mimeographs supposedly distributed during the third series of lessons were exhibited. When each publication was shown, the participant was asked if she recalled receiving it. In the following tabulation the publications are arrayed from highest to lowest percent of those answering the question who could not recall receiving them.

Name of publication	Percent who could not recall receiving
Clean Clothes Closet (N=22)[1]	100
Many Hands Make Housework Light (N=23)	96
Design and Make a Bulletin Board (N=23)	91
Clean Windows, Mirrors, and Other Glass (N=25)	88
Put It on a Shelf (N=24)	88
How to Glue Furniture (N=26)	85
Clean Walls, Ceilings, and Woodwork (N=23)	83
Clean Floors (N=24)	75
Storage Here and There (N=23)	74
What to Use to Clean Your House (N=25)	72
Housecleaning Handbook for Young Homemakers (N=26)	69
Facts About Floor Care (N=26)	65
Cupboard Storage Devices (N=27)	63
Dresser Drawer Storage (N=29)	59
Painted Finishes (N=27)	59
Choosing Curtain Fabrics (N=29)	55

---

[1] N's are the numbers of participants answering the question as to whether or not could recall receiving the publications.

Name of publication	Percent who could not recall receiving
Arrangement of Kitchen Work Centers (N=33)	24
Facts About Homecleaning Products (N=33)	24
Instructions for Making Curtains (N=31)	23
Tips for Buying Curtains (N=34)	18
Household Storage Space (N=29)	17
Estimate Yardage Needed to Make Curtains (N=34)	15
Betty Learns Alice's Storage Secrets (N=33)	12
How to Paint (N=31)	10
You Are a VIP (N=33)	9
What to Paint (N=31)	6

The range of percentages for those who could not recall receiving was from six for What to Paint to 100 for Clean Clothes Closet. It is possible that the percentages may reflect in part poor distribution arising from failure of Aides to attend to this consistently or from irregular attendance of participants.[1]

The percentages of the interviewees remembering something from the 25 publications which they recalled receiving were as follows:

Name of publication	Percent remembering something[2]
Clean Walls, Ceilings and Woodwork (N=4)[3]	100
Clean Windows, Mirrors and Other Glass (N=4)	100
Many Hands Make Housework Light (N=1)	100
What to Use to Clean Your House (N=7)	100
Household Storage Space (N=23)	83
Facts About Homecleaning Products (N=25)	80
Estimate Yardage Needed to Make Curtains (N=29)	79
You Are a VIP (N=30)	77
Arrangement of Kitchen Work Centers (N=25)	76
How to Paint (N=29)	76
Housecleaning Handbook for Young Homemakers (N=8)	75
Instructions for Making Curtains (N=24)	75

---

[1] The numbers giving no information on publications were fairly large ranging from four to 16.

[2] The count for remembering was based on the interviewee's stating something remembered.

[3] N's are the numbers who recalled receiving the publications.

Name of publication	Percent remembering something
Tips for Buying Curtains (N=28)	75
What to Paint (N=31)	74
Betty Learns Alice's Storage Secrets (N=30)	73
Choosing Curtain Fabrics (N=15)	67
Painted Finishes (N=12)	67
Put It on a Shelf (N=3)	67
Dresser Drawer Storage (N=13)	62
Cupboard Storage Devices (N=10)	60
How to Glue Furniture (N=4)	50
Clean Floors (N=7)	43
Storage Here and There (N=7)	43
Facts About Floor Care (N=8)	38
Design and Make a Bulletin Board (N=3)	33

For 13 of the 25 publications which the participants remembered receiving, 75 percent or more claimed they could remember something about their contents.[1] In the case of 11 publications the numbers on which the percentages are based were under 10, so that for several of them the percentages have no particular meaning. Of the publications whose percentages were based on 10 or more participants, the one with the highest percent (83) remembering something was Household Storage Space and the one with the lowest, but still fairly high percent (60) was Cupboard Storage Devices.

The publications for which 10 or more participants stated something remembered and the category with the highest frequency for each publication are listed below:

---

[1] One of the 26 publications which were listed in the schedule had no one who remembered receiving it. This publication was Clean Clothes Closet. Five of the 13 with 75 percent or more remembering something had N's which were as low as eight or less.

Publications and categories of ideas remembered	Number of participants stating
What to Paint (N=23)[1]	
Make sure furniture is worth painting	16
Estimate Yardage Needed to Make Curtains (N=23)	
How to measure windows correctly--make allowance for hem and fullness	14
You Are a VIP (N=23)	
The importance of being a wife or mother	9
Betty Learns Alice's Storage Secrets (N=22)	
Pegboard is very useful	7
How to Paint (N=22)	
How to prepare furniture to paint--how to take off paint and repaint	5
Proper paint and/or brush	5
Tips for Buying Curtains (N=21)	
Know materials to be used and fabric content	7
Facts About Homecleaning Products (N=20)	
Can be dangerous if products not used safely	4
What products used together can produce dangerous effects	4
Arrangement of Kitchen Work Centers (N=19)	
Can save work if have convenient centers; five basic centers	9
Household Storage Space (N=19)	
How to get the most out of what space you have	8
Instructions for Making Curtains (N=18)	
How to measure windows	11
Choosing Curtain Fabrics (N=10)	
Know the care of fabrics--kinds of material	4

Interviewing to obtain statements that are concrete and significant to the question, "What do you remember about it (publication)?" is difficult. While some of the answers were general and vague, others were fairly specific.

---

[1] N's are numbers giving a statement of something remembered from the publications.

Most Important Thing Done as Result of Participation

The participants were asked in the interviews conducted by the Family Service Aides to indicate the most important thing done as a result of their participation in the third cycle of lessons. Thirty participants responded to this question, a few of whom gave more than one thing done. The tabulation below lists by categories the participants' answers along with frequencies of mention and percentages:

Most important things done	No. of mentions	Percent (N=30)
Using storage ideas and arranging kitchen	9	30
Cooking, using recipes and surplus foods	8	27
Making curtains	6	20
Painting	5	15
Became a better shopper and saved money	3	10
Cleaning	3	10
Sewing	2	7
Miscellaneous (take more interest in home, get out of house more, arranging house)	3	10

These categories do not always indicate too well the specific accomplishment, but neither did some of the statements on which the categories are based. At least the categories give some idea of the areas in which the participants thought they had learned to do something which they considered important. Cooking and storage are the two areas mentioned most frequently.

Accomplishments as Reported by Family Service Aides

Seven of the Family Service Aides taped accounts of their work with a sample of 31 participants and in each instance, following the taping of the account, provided information on the participant through a structured schedule.[1] One of the items of the schedule called for the listing of improvements which the Aide thought had taken place since she began to work with the individual. The improvement facts given in the accounts were combined with those obtained by means of the schedule question concerned with improvements. The tabulation below presents the categories into which these accomplishments have been classified:

Accomplishments	No. of mentions	Percent (N=28)[2]
Did something about storage	15	54
Became interested in teaching program	14	50
Learned something	11	39
Made curtains or drapes	10	36
Indicated plans to use what learned (painting, storage, & curtains)	9	32
Improved cooking	8	29
Improved cleaning of house	8	29
Improved personal cleanliness of self and others (included clothing)	8	29
Improved care of and responsibility for children	6	21
Improved morale	6	21
Improved sewing	4	14
Did some painting	3	11
Did work on furniture	2	7
Reduced expenditures for cleaning materials	2	7
Miscellaneous (helped FSA recruit others, helped another with what had learned, helped her with use of time, helped with management of money)	4	14

---

[1] Of the 106 participants from whom one or more pre- or post-tests, or an interview schedule, or both were obtained, the 31 on whom the Family Service Aides gave taped accounts of their work constitutes 29 percent. The manner in which the Aides worked with these 31 participants was as follows: 1) taught and worked with as an individual in home only--12; 2) taught in a group and worked with at home also--13; and 3) taught in a group only--6.

[2] For three of 31 no accomplishments were reported.

The preceding list is led in frequency of mentions by did something about storage with 15 mentions, followed closely by became interested in teaching program with 14 mentions, learned something with 11 mentions, and made curtains or drapes with 10 mentions. The variety of things accomplished covers a fairly wide range. There are 14 different categories exclusive of the miscellaneous group.

Important Plans for Future Stimulated by Participation

In the schedule which the Family Service Aides used in interviewing participants, there was a question asking what important thing do you plan to do in the future which was stimulated by the lessons to which you have been exposed. The participants' answers were classified under the following categories:

Important things plan to do	No. of mentions	Percent (N=31)
Making or buying curtains	9	29
Using storage ideas and rearranging kitchen	8	26
Painting and redecorating	7	23
Refinishing furniture	7	23
Sewing or making clothes	2	6
Miscellaneous (more patience and carefulness, help make a better home, better organization, clean house and try new ways to fix up home)	4	13

These plans for the future certainly indicate that the lessons in which the participants had taken part were having an influence on their anticipations for improved homemaking. To have aroused these interests would appear to be a significant justification for the work of the Aides.[1]

---

[1] The data on accomplishments obtained by means of the taped accounts of the Family Service Aides and the accompanying structured schedule were organized so that the tabulation of accomplishments included plans. Since the interview schedule used by the Aides was so structured as to keep plans and accomplishments separated, data on these two items have been kept in separate tabulations.

Pre- and Post-testing of Knowledge of Participants

The test used in pre- and post-testing of participants' knowledge was described under the design of the study. As was noted there, it consisted of five parts. Both pre- and post-tests were obtained from 50 of the participants for one or more of the five parts. Table 12 gives the pre- and post-test results for the five parts of the test. The number of participants taking the various parts varied from 15 to 33 with only eight taking all five parts. The entry level of knowledge (pre-test) on the five parts ranged from a mean percent score of 59.2 for part III to 72.5 for part V. For the post-test the scores ranged from 73.6 for part III to 84.8 for part V. For the eight taking all five parts, the pre-test percent score was 67.2 and the post-test score was 81.0. The gains in percentage points for each of the five parts as well as for all parts were highly significant.

Table 12

Means and Mean Differences for Pre- and Post-Testing
On Five Parts of Knowledge Test
With Probability Level of t of Difference

Parts of test with major topics covered	Number taking	Mean pre-test percent score	Mean post-test percent score	Mean difference of pre- & post-test scores	Probability of t-test of difference (one-tail)
I. Storage in the home	33	64.4	80.9	16.5	P < .0005
II. Painted finishes.	27	59.4	77.9	18.5	P < .0005
III. Selection of inexpensive curtains	16	59.2	73.6	14.4	P < .0005
IV. Facts about homecleaning products	17	70.4	79.2	8.8	P < .005
V. Convenient kitchen arrangement	15	72.5	84.8	12.3	P < .005
All parts	8	67.2	81.0	13.8	P < .0005

The percent scores on the pre- and post-tests for the 50 taking one or more parts are combined in Table 13.[1] The mean percent score on the pre-test was 63.2 and on the post-test 79.2. The difference between the two means of 16.0 was highly significant. The pre-test percent scores ranged from 28 to 86, and the post-test percent scores from 51 to 100. The shift in the entire group from lower to higher scores is clearly shown in Table 13 by the distributions of the pre- and post-test scores.

Twenty percent of the 50 participants made gains from the pre- to post-test of 26 to 43 percentage points. Four percent lost percentage points, and eight percent had neither gains nor losses.

---

[1] The following tabulation gives the number of participants taking the parts or combination of parts of the entire test:

Parts or combinations of parts of entire test	Number taking	
One part only	28	
I		15
II		5
III		2
IV		5
V		1
Two parts	5	
I, II		4
II, V		1
Three parts	6	
I, II, III		3
I, II, IV		1
I, II, V		1
II, IV, V		1
Four parts	3	
I, II, III, V		1
II, III, IV, V		2
All five parts	8	
Total	50	

Table 13

Number and Percentage Distribution of 50 Participants Taking Both Pre- and Post-Tests on One or More Parts Of the Total Test According to Percent Scores on Tests

Percent score	Pre-test		Post-test	
	Number	Percent	Number	Percent
20 - 29	1	2	0	0
30 - 39	2	4	0	0
40 - 49	5	10	0	0
50 - 59	9	18	6	12
60 - 69	16	32	8	16
70 - 79	14	28	6	12
80 - 89	3	6	18	36
90 - 99	0	0	9	18
100	0	0	3	6
Total	50	100	50	100
Mean	63.2		79.2	

P for t of mean difference < .0005 (one-tail).

The analysis of the test items is based on the number taking both pre- and post-tests for each of the five parts. The numbers range from 33 for part I to 15 for part V, with the number declining in order from part I to part V which is the sequence in which the tests were administered.

The items for which there was a significant gain from pre- to post-test in the number (and percent) of participants making significant gains in correct answers were:

No. of item in test	Item	Number and percent giving correct answers				Differences between tests		Probability of difference based on X^2 (one-tail)
		Pre-test		Post-test				
		No.	%	No.	%	No.	%	
Part I (N=33)								
4.	One of the rules for convenient storage is to place things together that are used together	27	82	32	97	5	15	P < .05
5.	Cardboard boxes are more convenient for storing soiled clothes when we cut out spaces for finger grippers	10	30	19	58	9	28	P < .01

No. of item in test	Item	Number and percent giving correct answers				Differences between tests		Probability of difference based on χ^2 (one-tail)
		Pre-test		Post-test				
		No.	%	No.	%	No.	%	
6.	Step shelves would be most likely to improve storage in the cupboard	15	45	28	85	13	40	$P < .0005$
9.	Drawer storage could best be kept easy to use by using boxes to divide the drawer	11	33	21	64	10	31	$P < .025$
10.	Unused wall space could most easily be made a storage area by use of pegboard	20	61	29	88	9	27	$P < .01$
12.	Storage areas often can be increased by using space on the back of doors in any room	25	76	31	94	6	18	$P < .05$
14.	Objects used most often are most conveniently stored on cabinet shelves that are 12"-15" below eye level	7	21	17	52	10	31	$P < .025$
16.	Considering looks before convenience would not be an important rule of good storage	23	70	29	88	6	18	$P < .05$
20.	Clothes that are stored seasonally should be put away clean	14	42	23	70	9	28	$P < .005$
21.	Shelves in your home could be made from wood, plastic and metals	18	55	25	76	7	21	$P < .05$
Part II (N=27)								
2.	If you want a piece of furniture to blend with the background of a room, you would paint it like the wall	12	44	18	67	6	23	$P < .025$
3.	Dents or bruises in wood can be removed by pressing the wood with a damp cloth and iron	5	19	23	85	18	66	$P < .0005$

No. of item in test	Item	Number and percent giving correct answers				Differences between tests		Probability of difference based on X^2 (one-tail)
		Pre-test		Post-test				
		No.	%	No.	%	No.	%	
4.	All well painted furniture should have a hard finish	15	56	23	85	8	29	$P < .025$
5.	Most furniture does not need to be taken apart and reglued before it is painted	18	67	22	81	4	14	$P < .025$
9.	Before you decide to paint a piece of furniture you must first look it over thoroughly to see if it's worth the work	15	56	23	85	8	29	$P < .01$
14.	It is not safe to smoke in a room where painting is being done even if there is at least one window open	6	22	15	56	9	34	$P < .01$
15.	Brush cleaner should be poured into a covered can and thrown away	15	56	22	81	7	25	$P < .05$
18.	A good paint brush has bristles which are of graduated lengths	7	26	22	81	15	55	$P < .0005$
Part III (N=16)								
1.	If your window is 30" wide, you would purchase curtains 60" wide	7	44	13	81	6	37	$P < .05$
6a.	In addition to making a room more attractive, curtains may provide privacy	2	12	7	44	5	32	$P < .05$
6b.	In addition to making a room more attractive, curtains may control temperature	4	25	9	56	5	31	$P < .05$
12.	We are not sure to save money when making curtains for our home	2	12	9	56	7	44	$P < .025$

No. of item in test	Item	Number and percent giving correct answers				Differences between tests		Probability of difference based on X^2 (one-tail)
		Pre-test		Post-test				
		No.	%	No.	%	No.	%	
Part IV (N=17)								
15.	Ammonia would be most safely stored over the refrigerator	4	24	9	53	5	29	$P < .05$
Part V (N=15)								
14.	The space required in front of equipment to permit you to open the doors or drawers and stand in front of them is 3 to 4 feet	8	53	13	87	5	34	$P < .05$

These 24 items out of the 102 in the test are the ones which according to the test results reflect the significant learning of the participants. On the pre-test 14 of the 24 items were answered correctly by 45 percent or less of the participants. These 14 items certainly represent areas which should be given emphasis in future teaching. Since significant learning occurred on all 24 items, those concerned with subject matter need to consider whether or not these areas are important for meeting the needs of low-income learners.

The 23 items on which there were no gains or only a gain of one correct answer from the pre- to post-test were classified by items with 75 percent or more having correct pre-test answers and those with less than 75 percent having correct pre-test answers. The following tabulation lists the

23 items according to these two classes:

No. of item in test	Item	Difference between pre- and post-test in numbers of correct answers
	Items having 75 percent or more correct pre-test answers	
Part I		
3.	Storage may be much improved without spending a lot of time or money	0
11.	Safety would not be the most important consideration in the storage of salad oil	1
13.	Many storage devices that can be purchased in stores can be made at home for less cost.	1
Part II		
22.	A piece of well finished furniture will not have brush marks	0
Part III		
5.	A fireproof fabric which requires no ironing would be fiber glass	0
7.	The most important thing to do before purchasing curtains is to measure the window	0
16.	You would select dotted swiss if you wished to make a sheer curtain	1
Part IV		
3.	It would not be safe to use liquid bleach mixed with toilet bowl cleaner.	1
6.	Baking soda, ammonia and vinegar (common household products) are the basic ingredients of many expensive cleaning products	0
10.	Steel wool would be an abrasive	0
11.	An abrasive would best be used to clean oatmeal from a saucepan	0
12.	Aluminum would be discolored by chlorine bleach	0

No. of item in test	Item	Difference between pre- and post-test in numbers of correct answers
Part V		
1.	The most important thing to consider in arranging equipment and supplies in a kitchen is convenience	1
4.	Spices would be best to store on cabinet doors	1
5.	A high kitchen shelf would be best used to store a canning kettle	0
13.	Kitchen articles often used would be best chosen to hang in the open	1
	Items having less than 75 percent correct pre-test answers	
Part I		
18.	An inexpensive material which protects stored items is plastic bags	1
22.	The size of a storage shelf will be determined by the size of the article being stored	1
Part III		
3.	Patterned curtains make the room appear smaller	1
6c.	In addition to making a room more attractive, curtains may block out an unpleasant view	1
14.	A curtain color that matches or blends with the wall usually makes the room appear larger	1
Part IV		
2.	A statement of the safeness for use on fabric would be the most helpful on a package of cleaner	0
Part V		
7.	Knives need special storage to assure that they will work well	1

Of the 23 items only seven had less than 75 percent of correct pre-test items and six of these seven had percentages of correct answers ranging from 62 to 73. Thus, the items with little or no gain were essentially those for which a large percentage of the participants knew the correct answer before being exposed to any teaching. One item had no correct answers on the pre-test and only one on the post-test.

The 33 test items for which 75 percent or more of the participants gave correct answers on the pre-test were:

No. of item in test	Item	Percent of participants giving correct answers on pre-test
Part I		
3.	Storage may be much improved without spending a lot of time or money	94
4.	One of the rules for convenient storage is to place things together that are used together	82
11.	Safety would not be the most important consideration in the storage of salad oil	85
12.	Storage areas often can be increased by using space on the back of doors in any room	76
13.	Many storage devices that can be purchased in stores can be made at home for less cost	94
19.	In planning storage for an area used by the entire family, it is necessary to have them help with the plans if you expect them to use it	85
Part II		
1.	Masking tape is good to use to hold drawer dividers in place when the articles being stored are light weight	81
11.	When a plan is used for color in the home, it can make the room appear larger or smaller, bring light into a room, and make a room restful or active	81
22.	A piece of well finished furniture will not have brush marks	85
25.	Paint for children's toys and furniture should be lead free	85

No. of item in test	Item	Percent of participants giving correct answers on pre-test
Part III		
2.	If our wall paper has a flowered print, curtains with no pattern would give the best appearance	88
5.	A fireproof fabric which requires no ironing would be fiber glass	100
7.	The most important thing to do before purchasing curtains is to measure the window	81
8.	The least attractive length for a curtain would be half way between the floor and the apron	81
9.	The characteristic of durable press for cloth would be least important for curtains	75
16.	You would select dotted swiss if you wished to make a sheer curtain	88
17.	Texture is the roughness or smoothness of a fabric	81
18.	Straight panels tend to make a window appear taller	94
Part IV		
1.	A statement of the net weight of the contents is required by law on a package of cleaner	76
3.	It would not be safe to use liquid bleach mixed with toilet bowl cleaner	82
5.	Aluminum pans will darken if soaked in liquid chlorine bleach	100
6.	Baking soda, ammonia and vinegar (common household products) are the basic ingredients of many expensive cleaning products	76
10.	Steel wool would be an abrasive	88
11.	An abrasive would best be used to clean oatmeal from a saucepan	82
12.	Aluminum would be discolored by chlorine bleach	94
14.	A metal spray can is the form of packaging that would usually add most to the cost of a cleaning product	76

No. of item in test	Item	Percent of participants giving correct answers on pre-test
Part V		
1.	The most important thing to consider in arranging equipment and supplies in a kitchen is convenience	93
3.	Sugar would be best stored at the mix center	80
4.	Spices would be best to store on cabinet doors	87
5.	A high kitchen shelf would be best used to store a canning kettle	87
8.	If you followed the rule to store equipment where first used, you would store the saucepan near the range	100
10.	It is convenient to place the range near the sink area	87
13.	Kitchen articles often used would be best chosen to hang in the open	80

These 33 items constituted 32 percent of the entire test. Only two of them had significant gains in correct answers. Because of the high percentages of participants giving correct answers on the pre-test for these items, perhaps those planning the subject matter should consider omitting or deemphasizing these topics.

Family Service Aides

Total Roster of Family Service Aides[1]

From October, 1966, to the end of the evaluation and of the program in March, 1968, 26 different women were employed as Family Service Aides. At the end of the evaluation and of the program only seven Aides were employed. A report prepared in April, 1968, by the home economist in charge of the program showed the following employment for the 19 Aides who left the program before it ended:

---

[1] These data on total roster of Family Service Aides were provided by the Home Economics Agent in charge of the program.

Occupation	Number
Housewife only	7
Head Start kitchen work	2
Part-time nursing home work	2
Part-time care of aged	2
Care Center coordinator	1
Cleaning	1
Clerk in store	1
Nurse's aide	1
Restaurant work	1
Secretary for seed company	1
Total	19

The seven Aides who continued with the program until it had ended were employed as follows after their Aide positions were discontinued:

Occupation	Number
Housewife only	4
Receptionist for a doctor	1
Waitress & housework for others	1
Part-time saleslady	1
Total	7

The reasons which the home economist listed for the 19 Aides who left the program before it ended were:

Reasons for resigning	Number
Illness	7
To take another job	5
Family illness	2
No reason--just quit	2
To take a trip with elderly sister	1
Conflict between Aide position and membership on OEO Board of Directors	1
Alcoholic	1
Total	19

Comparative Characteristics of Family Service Aides, Participants, and Total County Population[1]

Place of residence. The Family Service Aides and the participants were predominantly rural nonfarm (Table 14). The former had a slightly less percentage from rural nonfarm places than was true of the total population, but the participants exceeded the rural nonfarm percent of the total population by 14 percentage points. About one fifth (21 percent) of the Aides were rural farm compared to none of the participants and only six percent of the total population.

Tenure. The Aides, participants, and total population were very similar with respect to tenure. Slightly over 70 percent of each lived in homes that were owned.

Age. The Family Service Aides had a median age (41.2) slightly lower than that (43.6) of females 15 years of age and over in the county's total population, but considerably above that (33.1) of the female participants whom they taught.

Years of school completed. There was little difference in median years of school completed by the Aides (10.5) and females 25 years of age and over (10.9) in the total population. However, the Aides had completed one year more of school than had the participants. The husbands of participants had completed an average (median) of 8.4 years of school compared to 9.6 years for males 25 years of age and over in the county's total population. No information was obtained for this item on the husbands of the Aides.

---

[1] While both the Family Service Aides and participants were from predominantly rural places, total population of the county has been used in this comparison. This is justified on the basis that the county's total population is essentially rural. Only three villages had 1960 populations of 2,500 or more and these populations were 2,998, 3,568, and 6,421. The data on the characteristics of the Family Service Aides were obtained through interviews of the Aides by the author and those on the characteristics of participants were obtained through interviews of participants by the Aides. The data on total county population are from the 1960 U.S. Census.

Table 14

Comparative Socio-economic Characteristics of Family Service Aides, Participants in Classes or Individually Taught, and Essex County's Total Population

Characteristics	Family Service Aides	Participants[a]	Total Essex Co. Population[b]
Place of residence	(N=14)	(N=38)	
Urban--percent	14	16	24
Rural nonfarm--percent	65	84	70
Rural farm--percent	21	--	6
Tenure of households	(N=14)	(N=36)	
Owner--percent	71	72	72
Renter--percent	29	28[c]	28
Age of women	(N=14)	(N=37)	
Median	41.2	33.1	43.6[d]
Years of school completed	(N=14)	(N=36)	
Median for women	10.5	9.5	10.9[e]
		(N=29)	
Median for husbands of participants	--	8.4	9.6[f]
Special training received		(N=37)	
Yes--percent	NI	30	---
Special training received--husbands		(N=29)	
Yes--percent	NI	28	--
Marital status	(N=14)	(N=37)	
Percent married and living with husband	86	81	63[g]
Family size	(N=14)	(N=36)	
Mean	5.9	4.9	--
Household size	(N=14)	(N=35)	
Mean	6.6	5.2	3.4

Employment of husbands	(N=11)	(N=25)	
Occupation, class with highest percent	Laborers 36	Laborers 36	Operatives & kindred workers[h] 23
Occupation, class with second highest percent	Unemployed 27	Craftsmen & foremen 32	Craftsmen and foremen 19
Mobility	(N=14)	(N=34)	
Mean number of moves per year of married life for women	.28	.25	--
Mean number of years at present dwelling of married women	12.9	7.4	--
Estimated net family income	(N=14)	(N=36)	
Median	$4,500 (1966)	$3,999 (1966 or 67)	$4,969 (1959)
Percent with net income under $3,000	7	36	24
Formal organization participation score	(N=14)	(N=38)	
Mean	4.4	.8	--
Organization with highest percent of members	church 79	church 16	--

---

[a] There was one male among the 38 participants interviewed by the Family Service Aides, and it is from these interviews that these data for participants were obtained. Since one participant was a man, in this table, for comparative purposes, he is excluded from the data on age, years of school completed, marital status, employment of husbands and mobility.

[b] Data are from 1960 U. S. Census and for 1960 unless otherwise stated.

[c] Eight of this 28 percent lived with others and paid no rent.

[d] Females 15 years and over.

[e] Females 25 years and over.

[f] Males 25 years and over

[g] Females 14 years and over.

[h] Males 14 years of age and over in the labor force (employed and unemployed minus type of job not specified).

Marital status. Eighty-six percent of the Family Service Aides, 81 percent of the female participants, and 63 percent of females 14 years of age and over in the total population were married and living with their husbands. The fact that the program is aimed specifically at married women accounts for the high percent of participants who are married and living with their husbands. The nature of the program might also be expected to influence the selection of Aides from among married women living with their husbands.

Family and household size. The mean family size of the Family Service Aides was above that of the participants, 5.9 compared to 4.9. The same was true for household size, 6.6 compared to 5.2. Compared to the mean size of household in the total population (3.4), both Aides and participants had a somewhat larger average (mean) size household.

Employment of husbands. Both the Aides and participants had their highest percent (36) of husbands in the occupational class of laborers. The occupational class of males 14 years of age and over in the labor force (employed and unemployed minus type of job not specified) in the county's total population with the highest percent (23) was operatives and kindred workers.[1]

The occupational category with the second highest percent for the husbands of the Aides was unemployed (27 percent). For the participants, the class with the second highest percent was craftsmen and foremen (32 percent).[2] Among males 14 years of age and over in the county's total population, the class with the second highest percent was also craftsmen and foremen (19 percent).

---

[1] The category, operatives and kindred workers, includes such workers as bus drivers, assembly line workers, deliverymen, truck drivers, seamstresses.

[2] The category, craftsmen and foremen, includes such workers as carpenters, mechanics, electricians, foremen, members of the armed forces.

Mobility. There was little difference between the Aides and participants in number of moves per year since first married. However, the mean number of years lived at their present dwelling was 12.9 for Family Service Aides compared to 7.4 for participants. Thus, the former had been in their present location almost twice as long as the latter. The fact that the participants were somewhat younger than the Aides may account for this difference. Some of the latter would have had less opportunity to live at their present dwelling because of the relatively few years of married life. Furthermore, married couples probably move more frequently in the first part of their married life than in the middle or later part.

Estimated net family income. The Family Service Aides had a median income of $4,500 in 1966 compared to a median of $3,999 for participants in 1966 or 1967 and a median of $4,969 in 1960 for families in the county's total population. If inflation is taken into consideration, the latter figure in 1966 or 1967 was probably somewhat higher. Thus, both the Aides and participants had an average (median) income that was definitely lower than that of the county's total population, with the participants in the least favorable position.

Formal organization participation score. The mean for the Family Service Aides was not especially high, only 4.4 and for the participants it was only .8. The organization having the highest percent of Aides as members was the church with 79 percent. The church held the same first rank position for participants, but the percent belonging was only 16.

Pre- and Post-testing of Knowledge of Family Service Aides

Following the training session or sessions covering the related subject matter, each of the five parts of the knowledge test which was used for testing the Family Service Aides as well as their participants was administered to the Aides. Ten of the Aides took all five parts of the test before and after being trained on the relevant subject matter. One took four parts of the test and another, two.

The mean percent score of the 12 Aides on the pre-test irrespective of the number of parts of the test taken was 68.6 and on the post-test, 82.8 (Table 15).

Table 15

Number and Percentage Distribution of Family Service Aides Taking Both Pre- and Post-tests According to Percent Scores on Tests

Percent scores	Pre-test Number	Pre-test Percent	Post-test Number	Post-test Percent
40 - 49	1	8	--	--
50 - 59	--	--	1	8
60 - 69	5	42	--	--
70 - 79	6	50	1	8
80 - 89	--	--	8	67
90 - 99	--	--	2	17
100	--	--	--	--
Total	12	100	12	100
Mean	68.6		82.8	
P for t of difference of means < .0005 (one-tail)				

The average (mean) gain from the pre- to post-test of the 12 Aides was 14.2 percent points. This gain was highly significant (P for t < .0005--one-tail). The gains in percent points ranged from seven to 25.

As has already been noted, the complete test of 102 items was divided into five parts. The pre- and post-test mean percent scores of the Family Service Aides who took these parts and who took all five parts are presented in Table 16. The mean differences (gains) for the five parts ranged from 6.2 percent points to 20.8. The gains for parts I through IV were significant at < .0005 in two cases, < .005 in one case,

Table 16

Pre- and Post-test Means of Family Service Aides
With Mean Differences and Probability Levels
Of Differences for Five Parts and All Parts of Knowledge Test

Parts of test taken	Pre-test mean	Post-test mean	Difference of means	P for t of difference (one-tail)
Part I (N=12)	70.8	83.7	12.9	<.005
Part II (N=12)	65.7	85.7	20.0	<.0005
Part III (N=10)	61.0	81.8	20.8	<.0005
Part IV (N=11)	72.0	79.5	7.5	<.025
Part V (N=11)	76.8	83.0	6.2	<.10
All five parts of test (N=10)[a]	68.3	82.6	14.3	<.0005

[a] The N's used represent the numbers who were tested before and after training on the various parts of the test.

and <.025 in one case. The gain for part V was not significant at .05. The 10 Aides who took all five parts had a significant gain of 14.3 (P <.0005).

There were only seven items out of the 102 on which the Aides made significant gains (P for $X^2 < .05$) from the pre- to post-test on correct answers. The items were:

Clothes that are stored seasonally should be put away clean.

Dents or bruises in wood can be removed by pressing the wood with a damp cloth and iron.

It is not safe to smoke in a room where painting is being done even if there is at least one window open.

Grades of sandpaper are easy to recognize because the smaller the number, the more coarse its texture.

If your window is 30" wide, you would purchase curtains 60" wide.

In a room where the only window faces north, red curtains would be the best choice.

We are not sure to save money when making curtains for our home.

The question may be raised that with gains on so few items being significant, how could the gains on the total test or its parts have been significant. The explanation for this is that many of the gains in correct answers had P's of <.10 or .15.

It is significant that on the pre-test 75 percent or more of the Aides gave correct answers to 51, or 50 percent, of the 102 items in the complete test. Apparently the Aides were rather knowledgeable regarding many aspects of the subject matter to which they were being exposed.

The items for which only a small number (25 percent or less) of the Aides gave correct answers on the pre-test were:

Part and item numbers	Item
I, 5.	Cardboard boxes are more convenient for storing soiled clothes when we cut out spaces for finger grippers.
I, 14.	Objects used most often are most conveniently stored on cabinet shelves that are 12" - 15" below eye level.
II, 3.	Dents or bruises in wood can be removed by pressing the wood with a damp cloth and iron.
II, 21.	Grades of sandpaper are easy to recognize because the smaller the number, the more coarse its texture.
III, 1.	If your window is 30" wide, you would purchase curtains 60" wide.
III, 6c.	In addition to making a room more attractive, curtains may block out an unpleasant view.
III, 10.	In a room where the only window faces north, red curtains would be the best choice.
IV, 15.	Ammonia would be most safely stored over the refrigerator.

It should be noted, however, that significant gains in correct answers were made for four of these items (very significant for the first two), namely:

> Dents or bruises in wood can be removed by pressing the wood with a damp cloth and iron.
>
> If your window is 30" wide, you would purchase curtains 60" wide.

Grades of sandpaper are easy to recognize because the smaller the number, the more coarse its texture.

In a room where the only window faces north, red curtains would be the best choice.

Of the 39 items on which the Aides made no gain or only a gain of one correct answer, 29, or 74 percent, were items on which 75 percent or more of the Aides had correct answers on the pre-test. Thus, for these 29 items, there were only limited possibilities for gains. Ten items with less than 75 percent of correct answers on the pre-test had no gains or only one gain in correct answers. Those responsible for training the Aides should either give greater attention to these items in their teaching or consider whether or not the items were poorly stated. The 10 items are:

Part and item numbers	Item
I, 9.	Drawer storage could best be kept easy to use by using boxes to divide the drawer.
I, 21.	Shelves in your home could be made from wood, plastic, and metals.
II, 7.	It is wisest to buy only enough paint at one time for two coats of color.
III, 6a.	In addition to making a room more attractive, curtains may provide privacy.
III, 14.	A curtain color that matches or blends with the wall usually makes the room appear larger.
III, 19.	Curtain fabrics sometimes contain sizing. This is added to make the fabric look closely woven.
IV, 7.	A characteristic of cleansers which indicates they should be used with care is that they scratch.
IV, 11.	An abrasive would best be used to clean oatmeal from a saucepan.
V, 7.	Knives need special storage to assure that they will work well.
V, 12.	Rolling out dough would require the lowest work area for comfort.

For 16 items the number of correct answers declined from the pre- to post-test. These items should be examined for restatement of some and improvement in clarity of teaching for others. The 16 items are:

Part and item numbers	Item
I, 8.	A good place to start organizing clothes to be stored is by separating often used pieces from those seldom used.
II, 12.	White added to a color makes it lighter.
II, 23.	Dark colors will make a piece of furniture appear smaller--but heavier.
II, 25.	Paint for children's toys and furniture should be lead free.
III, 2.	If your wall paper has a flowered print, curtains with no pattern would give the best appearance.
III, 3.	Patterned curtains make the room appear smaller.
III, 11.	Curtain fabric that is closely woven would be less apt to sag.
IV, 1.	A statement of the net weight of the contents is required by law on a package of cleaner.
IV, 2.	A statement of the safeness for use on fabric would be most helpful on a package of cleaner.
IV, 4.	Nylon mesh pads are most satisfactory for removing baked-on foods from shiny pans.
IV, 12.	Aluminum would be discolored by chlorine bleach.
IV, 16.	Ammonia would be most apt to be added to window cleaners.
V, 1.	The most important thing to consider in arranging equipment and supplies in a kitchen is convenience.
V, 2.	Having equipment covered would not be an important rule to follow in arranging kitchen supplies.
V, 10.	It is convenient to place the range near the sink area.
V, 13.	Kitchen articles often used would be best chosen to hang in the open.

Comparison of Knowledge Tests of Family Service Aides and Participants

Irrespective of the number of parts of the test taken, both the Aides and participants made significant gains ($P \leq .05$) from pre- to post-test in their knowledge of the subject matter of the evaluation lessons. The Aides had a mean percent score on their pre-test of 68.6 compared to the participants' mean percent score of 63.2; and on the post-test the respective scores were 82.8 and 79.2. Thus, on both tests the Aides had a slight advantage over the participants, but the latter were closing the gap between the Aides and themselves.

When the performance of the Aides and that of the participants who took each of the five parts of the tests or who took all parts of it are compared, the Aides surpassed the participants on all pre-test mean percent scores and on all but one part (part V) of the post-test mean percent scores. The Aides made significant gains ($P \leq .05$) from pre- to post-test on all but one part of the test (part V) while the participants made significant gains on each of the five parts. Both the Aides and participants who took all five parts of the test made significant gains.

On the pre-test 75 percent or more of the Aides gave correct answers to 51 of the 102 test items, while 75 percent or more of the participants gave correct answers for only 33 of the 102 items. The Aides made significant gains ($P \leq .05$) in correct answers from pre- to post-test on only seven items of the test, whereas the participants made such gains on 24 items. However, many of the gains of the Aides were almost significant ($P \leq .10$ or $\leq .15$).

Recruitment of Participants by Family Service Aides

This recruitment activity is crucial in conducting an educational program with disadvantaged people. It is the first stage of involvement. The Family Service Aides were asked to record by means of taped interviews accounts of their experience in recruiting specific contacts along with a general statement about their total recruiting experience. Each Aide who gave recorded accounts of her experience with specific individuals was provided a brief outline of topics to follow. The Aides provided lists of women whom they had contacted in their recruitment efforts.[1] If the list was short, the Aide gave an account about each person on it. For longer lists the individuals about whom accounts were to be given were randomly sampled. Because of time limitations in scheduling interviews, the number of accounts was limited to three or four per Aide. Fourteen Aides were interviewed. Thirteen of them gave accounts of their recruiting experience with 47 individuals, and all 14 gave a general account.

Content analysis was made of the Aides' recruitment accounts. This analysis resulted in the following list of mentions:

	Number of mentions	
A. What talked about relative to recruitment	92	
1. What told about lessons to be taught--general		21
2. Efforts to influence women to participate		12
3. What told about lessons to be taught--specific		12
4. Indicated that FSA was being trained		9
5. Explained everything is free--no cost		7
6. Helped with specific household projects		7
7. Introduced herself (FSA)		6
8. Talked about length of lessons		5
9. Referred to former FSA		4

---

[1] Some of these had been contacted for or had participated in a previous series of lessons.

	Number of mentions	
10. Women asked what it's all about		4
11. Talked about concern over saving money		3
12. Miscellaneous (no question about cost, place of meeting)		2
B. Positive responses	88	
1. General positive response or interest		26
2. Positive response to some parts of program		20
3. Agreed to participate		19
4. Sewing interest		14
5. Hospitable and friendly, look forward to visits		9
C. Obstacles to participation	66	
1. Care of children, no babysitter		12
2. No transportation		10
3. Inertia (say they will come but don't show up)		9
4. Excuses in general		6
5. Miscellaneous		6
6. Feel know all needed		5
7. Health problems of family members		5
8. Husband's work or negative attitude		5
9. No time or too busy		5
10. Work		3
D. Individual or group teaching	64	
1. Teaching individual in home only		19
2. Group teaching		14
3. Care of children requires individual teaching in home		10
4. Place of meeting		9
5. Time of meeting		8
6. Teaching individually and in group		4

		Number of mentions	
E.	How contacted	49	
1.	Repeated visits and phone calls		8
2.	Personal acquaintance or friend		7
3.	Went to woman's house		7
4.	Relatives		5
5.	Visited with coordinator		5
6.	Service to family		4
7.	Coordinator helped select families		3
8.	Did not try to contact before this series		3
9.	Miscellaneous		3
10.	Selected less fortunate and isolated families		2
11.	Visited house to house		2
F.	No obstacles to participation	39	
1.	FSA's provide transportation		12
2.	No excuses given		8
3.	Bring children to meetings		6
4.	Some women have own transportation or live near		6
5.	Children in school		4
6.	Someone available to babysit		3
G.	Descriptions or characterizations of women approached	35	
1.	Need for homemaking knowledge		7
2.	Isolated or lonely women, nonparticipators		6
3.	Family or marital problems--children retarded, etc.		4
4.	Miscellaneous		4
5.	Several children		4
6.	Elderly people, on social security		3
7.	Women with nervous problems		3
8.	Good housekeepers		2
9.	Some belong to church and Grange or Home Bureau		2

	Number of mentions	
H. Participants in previous series of lessons	23	
1. Positive attitude of participants to previous series of lessons		13
2. Attended previous series of lessons, were faithful attendants		10
I. Relating to FSA's--their approaches, techniques, and attitudes	15	
J. Class or status	14	
1. All belong to relatively low-income group		5
2. No one seemed to feel labeled		4
3. Conflict, dislike of others		2
4. Some above lowest income people in village		2
5. Most of women know each other		1
K. Negative and uncertain responses	10	
1. Negative		6
2. Uncertain		4
L. Relating to testing	10	
1. Reaction of participants to testing		6
2. Comments of FSA's about testing		4

As might be expected, the items mentioned most frequently (92 times) related to what the Aides talked about relative to recruitment. The most often mentioned item under this heading was what was told about the lessons generally. What was told about the lessons specifically was also frequently mentioned (12 times) as was efforts to influence women to participate (12 times).

Mention of positive responses of the women contacted occurred frequently (88 times). This category of mentions was followed by obstacles to participation (66 times). The more frequently mentioned subcategories of obstacles to participation were care of children, no transportation, and inertia.[1]

Another frequently mentioned category of items was individual or group teaching (64 times). The importance of teaching individuals in the home only is indicated by its occurrence 19 times. However, to this subcategory relating to teaching in the home should probably be added care of children requires individual teaching in the home (10 mentions) and teaching individually and in group (four mentions).

An important category of mentions which had a fairly large number of mentions (49) was how contacted. The subcategories under this class of mentions indicate the ways by which the Aides learned about or sought out potential participants. Repeated visits and phone calls, personal acquaintance or friend, and went to woman's house were the more frequently mentioned methods. Perhaps this list of subcategories could provide a basis for training the Aides on techniques of recruitment.

Time and Cost Input for Evaluation Series[2]

Time Input of Family Service Aides

The approximate number of hours of work reported by the 14 Family Service Aides who participated in the evaluation series of lessons was 1210.5 (Table 17).[3] The period of time devoted to the series was from September, 1967 through March, 1968. On

---

[1] It should be remembered that some of the women reported on had been either involved in at least one previous series of lessons or had been approached for participation in at least one previous series of lessons.

[2] These data on time and cost input for evaluation series were provided by the Leader of the Home Economics Division and the Home Economics Agent in charge of the program.

[3] This includes time spent by Aides in training for interviewing and in actual interviewing of their participants as a part of the evaluation study.

Table 17

Wages, Fringe Benefits, Travel Costs, and Time Input Of Family Service Aides for Third Cycle of Lessons In Essex County: September, 1967 - March, 1968

Individual FSA's	Gross wages	Fringe benefits	Total	Travel costs	No. of hours
1	$430.50	$30.09	$460.59	$139	287.0
2	295.50	20.65	316.15	199	197.0
3	203.25	14.20	217.45	121	135.5
4	197.00	13.77	210.77	24	131.3
5	178.50	12.47	190.97	89	119.0
6	114.75	8.03	122.78	50	76.5
7	95.25	6.65	101.90	116	63.5
8	93.75	6.55	100.30	104	62.5
9	59.50	4.16	63.66	22	39.7
10	53.25	3.71	56.96	33	35.5
11	40.50	2.83	43.33	54	27.0
12	24.00	1.68	25.68	16	16.0
13	20.25	1.41	21.66	22	13.5
14	9.75	.69	10.44	10	6.5
Total	$1815.75	$126.89	$1942.64	$999	1210.5

the basis of a seven hour day,[1] the input was 172.9 days. If the same number of days is used to define a man-year as has been used in the studies of extension agents, i.e., 232 days, the input was .75 of a man-year. The number of months during which the Aides did some work ranged from one to seven. The distribution of the 14 Aides according to number of months in which some work was done was:

Number of months	Number of Family Service Aides
1	3
2	2
4	2
5	1
6	3
7	3
Total	14

---

[1] This is number of office hours per day of the Essex County Home Economics Division.

Only three of the Aides worked during all seven months in which the evaluation series of lessons was conducted. Half of them worked during four months or less.

Estimated Costs

The gross wages (at \$1.50 per hour) of each of the 14 Aides who worked during the evaluation series of lessons are given in Table 17. The range was from \$9.75 to \$430.50. A total of \$1,815.75 was paid to the 14 Aides during the evaluation series. The fringe benefits of the Aides amounted to \$126.89 during the period.[1] If gross wages and fringe benefits are combined, the total compensation of the 14 Aides during the evaluation series was \$1,942.64. During the same period the gross salary of the Home Economics Agent responsible for the program was \$3,695.82. With fringe benefits added her total compensation amounted to \$4,442.96.

A summary of expenditures for the Family Service Program (exclusive of certain OEO and Cooperative Extension administrative overhead that might be charged to the program) for the period of the evaluation series of lessons follows:

Wages of Family Service Aides	\$1,815.75
Fringe benefits of Family Service Aides	126.89
Salary of Home Economics Agent responsible for program	3,695.82
Fringe benefits of Home Economics agent responsible for program[2]	747.14
Travel of Family Service Aides	999.00
Travel of Home Economics Agent responsible for program	317.50
Salary, including fringe benefits, of secretary of Home Economics Division allocated to program[2]	705.65
Supplies, equipment, etc.	630.00
Total	\$9,037.75

---

[1] Fringe benefits included Federal Insurance Contribution Act, Workmen's Compensation, and New York State Disability.

[2] It should be recognized that certain of the fringe benefits (Footnote continued on the next page.)

The basic cost of the Family Service Program for the seven months period amounted to $9,037.75. If it is assumed that about two series of lessons could be conducted during a year, the cost would be around $15,500.[1]

Relating to a Future Program

Information was obtained during the study which was related to planning future programs designed to serve the participants or similar homemakers. This section of the report deals with this information.

Problems as Seen by Participants

The participants were told that in order to plan for teaching in the future, it was important for those planning a teaching program to know what the most important problems of families are. As a way of finding what these problems were, each homemaker who was interviewed by a Family Service Aide was asked to state what were her three most serious homemaking problems. Thirty of the 38 interviewees listed one or more problems. A total of 75 different problems were listed. These problems were classified under 15 categories. These categories and the number of problems under each are presented on the following page.

(Footnote continued from preceding page.) of the Extension employees do not actually represent Extension costs and hence in securing grants for programs are not included in the requests for these grants although these costs do constitute part of the true cost of programs.

[1] This assumes an average cost per month of $1,291.11.

Homemaking problems	Number of mentions (N=30)
Cooking and planning meals	12
Keeping things picked up	9
Making money go further	9
Laundry--washing and/or ironing	8
Child care and discipline	7
Planning work to have more free time	4
Sewing	4
Trying to keep house clean; floor care	4
Care of sick	3
How to be a better shopper	3
Keeping children in clothes; care of clothing	3
Repairing, remodelling, refinishing	3
Storage space	3
Family relationships--harmony in the home; understanding parents	2
Getting started on household work	1

Cooking and planning meals was the leading problem of the 30 participants reporting. Keeping things picked up and making money go further were tied for second position.

In the interviews of participants by the Aides, information was obtained regarding the presence of physically or mentally handicapped persons. Only six of the 38 households reported the presence of such persons. One of the six had two persons who were physically handicapped. Two of the handicapped persons were mentally retarded; the other five were physically handicapped.

Problems as Seen by Family Service Aides

The last page of the interview schedule called for the interviewer (FSA) to write down the major homemaking problem which she had discovered in her work with the interviewee. (Some Aides listed more than one problem for a given participant.) The classes of these problems with frequencies of mention follow:

Major problems	Number of mentions (N=29)
Care and discipline of children	7
Storage space	6
Health	5
Cooking	4
Lack of money	4
Poor househeekping and filthy living conditions	4
Remodelling and refinishing	4
Poor organization of work	3
Sewing	3
Curtains and drapes	2
Needs more self-confidence	2
Unstable living conditions	2
Can't read or write well	1

Note: For six others, the Aides indicated that there were no major problems. No information was given for three of the 38 who were interviewed.

The three leading major problems as seen by the Aides were care and discipline of children, storage space, and health.

The Family Service Aides gave taped accounts of their work with 31 families, and for each family on whom a taped account was given, a schedule of specific information was completed by the Aide. From these two sources, a list of health problems and one of problems other than health were compiled.[1] The classes of these health problems with frequencies of mention are given in the tabulation on the following page.

---

[1] Of the 31 participants for whom taped account and accompanying schedule information were obtained, 21 were included among the 38 interviewed by the Aides and for whom problems as reported by the interviewees and Aides are presented on pages 88-89.

Health problems	Number of mentions (N=31)
Mental and emotional disturbance (mental health)	25
Miscellaneous illness or deformity	12
Alcohol problems	5
Eye trouble	5
Poor diet and preparation of food (cooking)	5
Skin and surface diseases	4
Arthritis	3
Heart trouble	3
Personal cleanliness	3
Back and leg injuries	2
Cancer	2
Diabetes	2
Overweight problem	2
Unsanitary living conditions	2

No health problems were reported for 10 families.

By far the most frequently mentioned health problem obtained from the taped accounts and accompanying schedule was mental and emotional disturbance (mental health) with 25 mentions.

The categories of problems other than health which were obtained through the taped accounts and accompanying schedules along with frequencies of mention are presented below:

Problems other than health	Number of mentions (N=31)
Care and discipline of children	18
Housekeeping (cleaning)	11
Financial difficulties (low income)	8
Disorganized, dependent, or lack of moral standards	6
Miscellaneous	5
Poor housing	5
Storage	5
Care of clothing or lack of decent clothing	4

Problems other than health	Number of mentions (N=31)
Conflict and family disorganization	4
Many cats around	3
Problem of sewing	3
Lack of household facilities	2
No problems other than health	5

Care and discipline of children leads the list with 18 mentions followed fairly closely by housekeeping (cleaning) with 11 mentions.

Subject Matter for Future Programs

The interview schedule which the Aides used for interviewing their participants contained a list of 12 home economics topics (plus a blank for other). Each interviewee was instructed to check those topics on which she would like to have a class. The topics with the percent of the 38 interviewees who checked each is given below:

Topics	Percent would like to study (N=38)
Remodelling clothes	58
Ideas with meat specials	55
Meals from economy foods	53
Be a better shopper	47
Beginning sewing	39
Home gardening	37
Teenagers	37
Freezing foods	34
Canning foods	32
Pickling	29
Pre-school children	29
Understanding between husband and wife	26
Other[1]	24

---

[1] Other included the following: decorating--2; painting--2; budgeting--1; jams and jellies--1; slip covers and caning chairs--1; child behavior--1; and home nursing--1.

The three topics which the largest percentages of participants selected were remodelling clothes (58 percent), ideas with meat specials (55 percent), and meals from economy foods (53 percent). Understanding between husband and wife had the lowest percent (26 percent) of choices exclusive of the other category.

In the schedules associated with their taped accounts of work with 31 participants, the Aides listed the home economics topics which they thought would be helpful to each interviewee. Below is a list of these topics with frequencies of mention:

Home economics topics that would be helpful	Number of mentions (N=31)
Food and its preparation	16
Sewing	13
Housekeeping (cleaning)	6
Canning and freezing of foods	5
Mending and remodelling clothes	5
Miscellaneous	5
Child care and discipline	4
Morale and mental hygiene	4
Health	3
Shopping	3
Budgeting (use of money)	2
Curtain making	2
Storage	2

In two cases the Aides didn't know

Food and its preparation leads the list followed closely by sewing.

Resources of Participants for Future Educational Involvement[1]

Of 35 interviewees giving information, 71 percent indicated that they had a car or other means of transportation available to them when it was needed. Thus, a large majority of these women could be responsible for their own transportation to study groups.

---

[1] These data on resources of participants for future educational involvement were obtained through interviews of the participants by the Family Service Aides.

It appears that some home economics education through TV and radio would be possible if the ownership of these means of communication is taken as an index of these potentialities. Of the 38 interviewees, 95 percent had TV sets, and of the 37 reporting 89 percent had radios.[1]

The present utilization of TV to view an Extension home economics program, Family Focus, which services the area at 1:00 P.M. on Tuesdays, is not especially high. Only 30 percent of the 37 reporting had ever seen the program; 40 percent had not; and 30 percent had never heard of it.[2]

When asked about having heard a radio program, Consumer Clues, given by Janice Weber (one of the two HE agents in Essex County) over WIPS or WIRD (stations serving the area), 46 percent of the 35 reporting indicated they had heard the program; 54 percent had not heard it.[3]

WIPS was indicated by 34 percent of the 35 who reported as the radio station (alone or in combination with some other station) listened to most often. WIRD ranked second with 17 percent indicating it as the station (alone or in combination with some other) listened to most often.

---

[1] For the possession of certain household conveniences, such as deep freezer, automatic washer, wringer type washer, and electric or gas dryer, which might be of interest to home economists concerned with program planning see Table 10, page 44.

[2] Of the 26 (70 percent) who had never seen the program or heard of it, two had no TV set.

[3] Of the 19 (54 percent) who had not heard it, four had no radio.

APPENDIX A

PRE- AND POST-TEST WITH CORRECT ANSWERS INDICATED

Part I

Lesson 2 and 3[1]

Storage In the Home

1. Convenient storage: (Check one.)
   a)_____saves time
   b)_____saves money
   c)_____saves work
   d)__X__all of the above

2. Cardboard boxes would best be used for storing: (Check one.)
   a)__X__toys
   b)_____dishes
   c)_____woolen clothes

3. Storage may be much improved without spending a lot of time or money. (Check one.)
   a)__X__true
   b)_____false

4. One of the rules for convenient storage is: (Check one.)
   a)__X__place things together that are used together
   b)_____build closets
   c)_____buy new storage devices
   d)_____have storage areas look pretty

5. Cardboard boxes are more convenient for storing soiled clothes when we: (Check one.)
   a)_____paint boxes
   b)_____cover them with wallpaper
   c)__X__cut out spaces for finger grippers
   d)_____cut off the tops

6. Step shelves would be most likely to improve which storage area? (Check one.)
   a)__X__cupboard
   b)_____drawer
   c)_____closet
   d)_____box

7. Any object which is not in use is being stored. (Check one.)
   a)__X__true
   b)_____false

---

[1] Lesson 1 was not included in the pre- and post-testing analysis since the questions on the test for that lesson were not adequate for post-testing and furthermore, were of such a character that scoring for correct answers was not possible.

Lessons 2 and 3

Storage in the Home

8. A good place to start organizing clothes to be stored is: (Check one.)
   a)_____throw things away
   b)__X__separate often used pieces from those seldom used
   c)_____put all the same colors together
   d)_____put like sizes together

9. Drawer storage could best be kept easy to use by: (Check one.)
   a)_____putting papers in the bottom
   b)__X__using boxes to divide the drawer
   c)_____putting papers over contents of the drawer
   d)_____putting like articles together

10. Unused wall space could most easily be made a storage area by use of: (Check one.)
   a)__X__pegboard
   b)_____shelves
   c)_____wallboard
   d)_____cellutex

11. Safety would not be the most important consideration in the storage of: (Check one.)
   a)__X__salad oil
   b)_____aspirin
   c)_____bleach
   d)_____knives

12. Storage areas often can be increased by using space on the back of doors in any room. (Check one.)
   a)__X__true
   b)_____false

13. Many storage devices that can be purchased in stores can be made at home for less cost. (Check one.)
   a)__X__true
   b)_____false

14. Objects used most often are most conveniently stored on cabinet shelves that are: (Check one.)
   a)_____24" above eye level
   b)_____30" below eye level
   c)_____12" above eye level
   d)__X__12"-15" below eye level

15. Children can best be encouraged to hang up their clothes if they: (Check one.)
   a)_____are punished when they forget
   b)_____praised when they remember
   c)_____given candy when they remember
   d)__X__have a place for their clothes they can easily reach

Lessons 2 and 3

Storage in the Home

16. Which of the following would not be an important rule of good storage: (Check one.)
a) ____ plan space
b) ____ clear and sort
c) ____ store items where used
d) X consider looks before convenience

17. Which of the following would be the most expensive way to improve the appearance of cardboard boxes used for storage: (Check one.)
a) X cover with contact paper
b) ____ paint
c) ____ wallpaper
d) ____ wrapping paper

18. An inexpensive material which protects stored items would be: (Check one.)
a) ____ waxed paper
b) ____ aluminum foil
c) X plastic bags
d) ____ paper towels

19. In planning storage for an area used by the entire family, it is necessary to have them help with the plans if you expect them to use it. (Check one.)
a) X true
b) ____ false

20. Clothes that are stored seasonally should be put away: (Write in.)
clean

21. Shelves in your home could be made from: (Check one.)
a) ____ wood
b) ____ plastic
c) ____ metals
d) X all of the above

22. The size of a storage shelf will be determined by: (Check one.)
a) X size of article being stored
b) ____ thickness of the wood
c) ____ type of material from which the shelf is made
d) ____ none of the above

Part II

Lessons 4, 5, 6, and 7

Painted Finishes

1. Masking tape is good to use to hold drawer dividers in place when the articles being stored are light weight. (Check one.)
a)__X__true
b)_____false

2. If you want a piece of furniture to blend with the background of a room, you would: (Check one.)
a)_____paint it a color different from the wall
b)__X__paint it like the wall
c)_____cover it in a print or figure
d)_____paint it with several colors

3. Dents or bruises in wood can be removed: (Check one.)
a)_____with sandpaper
b)__X__by pressing the wood with a damp cloth and iron
c)_____with a wood stain
d)_____by rubbing turpentine on the dent with a piece of coarse burlap

4. All well painted furniture should: (Check one.)
a)_____be very shiny
b)_____show a few brush marks
c)_____stand out in the room
d)__X__have a hard finish

5. Most furniture needs to be taken apart and reglued before it is painted. (Check one.)
a)_____true
b)__X__false

6. Several thicknesses of wood glued or fused together is referred to as: (Write in.)
______veneer, plywood or laminated______

7. It is wisest to buy only enough paint at one time for: (Check one.)
a)_____a base coat
b)_____one coat of color
c)__X__two coats of color
d)_____none of the above

8. Veneer should be washed with warm soapy water before it is going to be painted. (Check one.)
a)_____true
b)__X__false

9. Before you decide to paint a piece of furniture you must first: (Check one.)
a)_____plan the color you want
b)_____take it all apart and clean it
c)__X__look it over thoroughly to see if it's worth the work
d)_____ask the man at the paint store what kind of paint to use

Lessons 4, 5, 6 and 7

Painted Finishes

10. A good color plan for a room uses many colors with a variety of textures and patterns. (Check one.)
a)_____true
b)__X__false

11. When a plan is used for color in the home, it can: (Check one.)
a)_____make the room appear larger or smaller
b)_____bring light into a room
c)_____make a room restful or active
d)__X__all of the above

12. White added to a color makes it: (Check one.)
a)_____shaded
b)__X__lighter
c)_____a and b

13. When throwing away paint rags and papers, the lids should be left off the garbage containers. (Check one.)
a)_____true
b)__X__false

14. It is safe to smoke in a room where painting is being done as long as there is at least one window open. (Check one.)
a)_____true
b)__X__false

15. Brush cleaner should be: (Check one.)
a)_____poured into the garbage can
b)_____poured down the sink drain and then followed with running hot water
c)_____flushed down the toilet
d)__X__poured into a covered can and thrown away

16. Different kinds of paints can be safely mixed because they all have the same basic ingredients. (Check one.)
a)_____true
b)__X__false

17. Painted furniture can be cleaned with: (Check one.)
a)_____alcohol
b)_____turpentine
c)__X__warm soapy water
d)_____sandpaper

18. A good paint brush has bristles: (Check one.)
a)_____of the same length
b)_____which are glued on the handle
c)_____of nylon
d)__X__which are graduated lengths

Lessons 4, 5, 6, and 7

Painted Finishes

19. If the brush seems to "pull" and shows "missed" areas: (Check one.)
    a)_____the paint may be too thin
    b)_____the room may be too cold
    c)_____the room may be too dry
    d)__X__the paint may be too thick

20. It is safe to mix paints: (Check one.)
    a)_____if they are the same brand
    b)_____the same color
    c)_____of the same kind (enamel, flat, glossy, etc.)
    d)__X__of the same brand and kind only

21. Grades of sandpaper are easy to recognize because the larger the number, the more coarse its texture. (Check one.)
    a)_____true
    b)__X__false

22. A piece of well finished furniture will not have: (Check one.)
    a)_____satin finish
    b)_____smooth surface
    c)__X__brush marks
    d)_____color suitable to the rest of the room

23. Dark colors will make a piece of furniture appear larger--but less heavy. (Check one.)
    a)_____true
    b)__X__false

24. Light colors will make a piece of furniture seem larger and lighter. (Check one.)
    a)__X__true
    b)_____false

25. Paint for children's toys and furniture should: (Check one.)
    a)_____be high gloss enamel
    b)_____contain lead
    c)__X__be lead free
    d)_____be a flat-dull paint

Part III

Lesson 8

Selection of Inexpensive Curtains

1. If your window is 30" wide, you would purchase curtains: (Check one.)
   a)_____30" wide
   b)_____35" wide
   c)_____45" wide
   d)__X__60" wide

2. If our wallpaper has a flowered print, curtains of the following pattern would give the best appearance: (Check one.)
   a)__X__plain
   b)_____large plaid
   c)_____polka dot
   d)_____small print

3. Patterned curtains make the room appear smaller. (Check one.)
   a)__X__true
   b)_____false

4. A very satisfactory curtain material that tends to be inexpensive is: (Check one.)
   a)_____nylon
   b)_____wool
   c)_____fiber glass
   d)__X__cotton

5. A fireproof fabric which requires no ironing would be: (Check one.)
   a)_____nylon
   b)_____dacron
   c)__X__fiber glass
   d)_____cotton

6. List below the things curtains may do for a room and family comfort in addition to making it more attractive.
   a) privacy
   b) control temperature
   c) block out unpleasant view
   d) control light

7. The most important thing to do before purchasing curtains is to: (Check one.)
   a)_____wash the windows
   b)_____buy new rods to hold curtains
   c)__X__measure the window
   d)_____measure the curtain that is at the window

Lesson 8

Selection of Inexpensive Curtains

8. The least attractive length for a curtain would be: (Check one.)
a)__X__half way between the floor and the apron
b)_____at the sill
c)_____bottom edge of the apron
d)_____1" above the floor

9. Which of the following characteristics of cloth would be least important for curtains? (Check one.)
a)__X__durable press
b)_____washable
c)_____preshrunk
d)_____colorfast

10. In a room where the only window faces north which color curtains would be the best choice? (Check one.)
a)_____blue
b)__X__red
c)_____green
d)_____violet

11. Curtain fabric that is closely woven would be less apt to: (Check one.)
a)_____shrink
b)_____fade
c)__X__sag
d)_____wrinkle

12. We are sure to save money when making curtains for our home. (Check one.)
a)_____true
b)__X__false

13. The widest hem on curtains should be on the: (Check one.)
a)_____top
b)_____sides
c)__X__bottom

14. A curtain color that matches or blends with the wall usually makes the room appear: (Check one.)
a)_____smaller
b)_____lighter
c)__X__larger
d)_____darker

15. A small window would look best with the following size patterned prints: (Check one.)
a)_____6" roses in a print
b)_____4" checks
c)_____1½" polka dots
d)__X__½" patterned daisies

Lesson 8

Selection of Inexpensive Curtains

16. Which of the following fabrics would you select if you wished to make a sheer curtain: (Check one.)
a) X dotted swiss
b)_____corduroy
c)_____percale
d)_____denim

17. Texture is the roughness or smoothness of a fabric. (Check one.)
a) X true
b)_____false

18. Which of the following curtain styles would tend to make a window appear taller? (Check one.)
a)_____tie back
b)_____tiers
c)_____cafes
d) X straight panels

19. Curtain fabrics sometimes contain sizing. This is added to make the fabric: (Check one.)
a)_____flame proof
b)_____stain resistant
c) X look closely woven
d)_____color appear brighter

20. Which of the following rods do not need to be fastened by nails or screws to the walls? (Check one.)
a)_____cafe rods
b)_____extension rods
c) X spring pressure rods
d)_____flat curtain rods

21. Which of the following things would not be the main purpose of shades? (Check one.)
a) X decoration
b)_____control light
c)_____provide privacy
d)_____helps keep heat in or out

Part IV

Lesson 9

Facts About Home Cleaning Products

1. Which of the following statements on a package of cleaner is required by law? (Check one.)
   a)_____full strength
   b)_____no rinse
   c)_____79¢
   d)__X__14 fluid oz.

2. Which of the following statements on a package of cleaner would be most helpful in its use? (Check one.)
   a)_____new power formula
   b)_____extra strength
   c)__X__safe for use on fabric
   d)_____spray on, wipe off

3. When would it not be safe to use liquid bleach? (Check one.)
   a)__X__mixed with toilet bowl cleaner
   b)_____mixed with detergent
   c)_____mixed with scouring powder
   d)_____mixed with soaps

4. Which is most satisfactory for removing baked-on foods from shiny pans? (Check one.)
   a)_____steel wool
   b)__X__nylon mesh pads
   c)_____scouring powder
   d)_____soap filled steel wool pads

5. Which of the following will darken if soaked in liquid chlorine bleach? (Check one.)
   a)__X__aluminum pans
   b)_____glass
   c)_____plastic ware
   d)_____stainless steel

6. Baking soda, ammonia and vinegar (common household products) are the basic ingredients of many expensive cleaning products. (Check one.)
   a)__X__true
   b)_____false

7. A characteristic of cleansers which indicates they should be used with care is they: (Check one.)
   a)_____foam
   b)_____suds
   c)__X__scratch
   d)_____dissolve grease

Lesson 9

Facts About Home Cleaning Products

8. Ammonia, an alkaline substance, would do the following cleaning job best: (Check one.)
a)_____remove a tea stain from cotton
b)_____remove rust stain from a sink
c)_____remove hard water deposits from a teakettle
d)__X__soften grease from oven surface

9. Vinegar, an acid substance, would best be used for the following cleaning job: (Check one.)
a)__X__remove rust stains from sinks
b)_____remove grease from a frying pan
c)_____remove crayon marks from wallpaper
d)_____remove stains from shoes

10. Which of the following substances would be an abrasive? (Check one.)
a)__X__steel wool
b)_____cheese cloth
c)_____sponge
d)_____bark cloth

11. An abrasive would best be used to clean: (Check one.)
a)_____smoke from painted walls
b)__X__oatmeal from a saucepan
c)_____finger marks from refrigerators
d)_____stains from teflon-coated fry pan

12. Which of the following materials would be discolored by chlorine bleach? (Check one.)
a)__X__aluminum
b)_____stainless steel
c)_____porcelain
d)_____glassware

13. Which of the following materials will disinfect? (Check one.)
a)__X__chlorine bleach
b)_____steel wool
c)_____detergent
d)_____vinegar

14. Which of the following forms of packaging would usually add most to the cost of a cleaning product? (Check one.)
a)_____cardboard with a metal pour spout
b)_____plastic with a clamp top
c)_____glass with a screw top
d)__X__metal spray can

Lesson 9

Facts About Home Cleaning Products

15. Ammonia would be most safely stored: (Check one.)
    a)_____in a medicine cabinet
    b)_____on a window sill
    c)__X__over the refrigerator
    d)_____on a sink rack

16. Ammonia would be most apt to be added to which of the following cleaners? (Check one.)
    a)_____dish
    b)__X__window
    c)_____leather
    d)_____cleansers

Part V

Lesson 10

Convenient Kitchen Arrangements

1. The most important thing to consider in arranging equipment and supplies in a kitchen is: (Check one.)
   a)_____beauty
   b)_____looks
   c)__X__convenience
   d)_____number in family

2. Which of the following things would not be an important rule to follow in arranging kitchen supplies? (Check one.)
   a)_____clear and sort
   b)_____stack like items together
   c)__X__have equipment covered

3. Which of the following kitchen items would be best stored at the mix center? (Check one.)
   a)_____dishtowel
   b)__X__sugar
   c)_____fry pan
   d)_____teakettle

4. Which type of supplies would be best to store on cabinet doors? (Check one.)
   a)_____sugar
   b)_____lard
   c)__X__spices
   d)_____peanut butter

5. A high kitchen shelf would best be used to store: (Check one.)
   a)_____coffee cups
   b)__X__a canning kettle
   c)_____plates
   d)_____soap powder

6. Women are most apt to have helpful cooking equipment they seldom use because it's too: (Check one.)
   a)_____heavy
   b)__X__hard to reach
   c)_____difficult to clean
   d)_____expensive to replace

7. Which of the following pieces of equipment need special storage to assure that they will work well? (Check one.)
   a)_____measuring spoons
   b)__X__knives
   c)_____can openers
   d)_____fry pans

Lesson 10

Convenient Kitchen Arrangements

8. If you followed the rule to store equipment where first used, you would store the saucepan: (Check one.)
a)_____near the sink
b)__X__near the range
c)_____near the refrigerator
d)_____near the table

9. Which is the most used piece of equipment in the kitchen? (Check one.)
a)_____range
b)_____refrigerator
c)_____cabinets
d)__X__sink

10. It is convenient to place the range near the sink area. (Check one.)
a)__X__true
b)_____false

11. Money is the most important factor for a convenient kitchen. (Check one.)
a)_____true
b)__X__false

12. Which of the following activities would require the lowest work area for comfort? (Check one.)
a)_____stirring pudding
b)_____mixing a cake
c)__X__rolling out dough
d)_____beating frosting

13. Kitchen articles often used would be best chosen to hang in the open. (Check one.)
a)__X__true
b)_____false

14. The space required in front of equipment to permit you to open the doors or drawers and stand in front of them: (Check one.)
a)_____1 to 2 feet
b)__X__3 to 4 feet
c)_____5 to 6 feet

15. A refrigerator should be placed so the door handle is away from the counter you are going to use. (Check one.)
a)_____true
b)__X__false

APPENDIX B

GUIDE FOR TAPE RECORDING OF RECRUITMENT EXPERIENCE

Recruitment of Class Participants

(Use Tape Recording)

Name of Family Service Aide________________________No._____

Name of class participant________________________No._____

1. Describe for this woman how you tried to get her to agree to participate in your class:

   a. How you arranged to talk to her and where?

   b. What did you tell her about the class?

   c. What did you tell her about care of her children while attending class?

   d. What did you tell her about transportation to class?

   e. What excuses did you have to deal with?

   f. What seemed to appeal to her about the class?

   g. Do you think she was influenced to participate because she could meet with others and work with them?

APPENDIX C

SCHEDULE FOR INTERVIEWING FAMILY SERVICE AIDES

Home Economics Program
in Essex County

Schedule No.__________

Date_______________

Interviewer__________

Schedule for Family Service Aides

1. Name of Interviewee________________________________

2. Marital status (check one):
   a._____Married
   b._____Divorced or separated
   c._____Widowed
   d._____Single

3. Place of residence (check the one that best describes where you live):
   a._____On a farm from which we get half or more of our income
   b._____On a farm from which we get less than half of our income
   c._____In the country but not on a farm
   d._____In a village that has a population of less than 2,500
   e._____In a village or city that has a population of 2,500 to 10,000
   f._____Near the village of ______ in a built-up or suburban area
   g._____Near the city of ______ in a built-up or suburban area
   h._____In a city that has a population of 10,000 or more

4. Tenure:
   a. On farm:
      1)_____Own house and all land
      2)_____Own house and land but also rent other land
      3)_____Own house but rent all land
      4)_____Rent house or apartment but own all land (underline either house or apartment)
      5)_____Rent house or apartment, own some land and rent some (underline either house or apartment)
      6)_____Rent house or apartment and rent all land (underline either house or apartment)
      7)_____Rent house or apartment only (underline either house or apartment)
      8)_____Other (describe as to house & land)__________
      ____
   b. Not on farm
      1)_____Own house
      2)_____Rent house or apartment (Underline either house or apartment)
      3)_____Other (describe)______________________

5. Educational experience:
   a. Years of schooling (circle highest grade completed including public school, college, business school or other formal education):
      0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15,
      16, over 16
   b. How many different courses in home economics have you had before teaching in this program?
      1)____High school
      2)____In college
      3)____In any type of adult education
      4)____Other: ________________________
   c. What special training in addition to that received in public schools or colleges have you had?____________
      ____

6. Your age____

7. Information about family composition. (Note: If single and living with her family or others as her family, fill out; otherwise, check here: single living alone ____.)
   a. Children living at home
      1) If no children at home, check here and go on to (b):___
      2) Males (list by giving age of each):___ ___ ___ ___
         ___ ___ (circle any away from home in school)
      3) Females (list by giving age of each): ___ ___ ___
         ___ ___ ___(circle any away from home in school)
   b. Children (married or unmarried) living away from home (include stepchildren)
      1) If no children living away from home, check here and go on to (c)____
      2) Males (list by giving ages):___ ___ ___ ___ ___
      3) Females (list by giving ages):___ ___ ___ ___ ___
   c. Other relatives living with family (same house and board)*
      1) If no others as described in (c), check here and go on to (d)____
      2) Males (list by giving age of each):___ ___ ___
      3) Females (list by giving age of each):___ ___ ___
   d. Others (nonrelatives) living with family (same house and board)
      1) If no others as described in (d), check here and go on to (e)____
      2) Males (list by giving age of each):___ ___ ___
      3) Females (list by giving age of each):___ ___ ___

---

*For single person living with her family or others as her family--use this space for her mother and father or the husband and wife of family with which living as a family member. Also go back to (a) and (b) and indicate for children their relation, if any, to her as a single person.

8. Employment
    a. What jobs did you hold in the two and a half years (1964, 1965 and first part of 1966) preceding your employment as a Family Service Aide?
        1)____Did not have a job
        2) Name of occupations (describe the jobs as specifically as possible--place and kind of work):
            1)______________________________________
            2)______________________________________
            3)______________________________________
    b. Do you have a job now in addition to your being a Family Service Aide?
        1)____Do not have an additional job
        2) Name of occupation (describe the job as specifically as possible--place and kind of work):______
            ____
            (a) Number of hours devoted to per week:_____
    c. Occupation of head of household (husband)
        1) Major occupation (describe the job as specifically as possible--place and kind of work):____________
            ____
            (a) Number of hours devoted to per week:_____
        2) Second occupation (describe the job as specifically as possible--place and kind of work):____________
            ____
            (a) Number of hours devoted to per week:_____
    d. If no husband in this household, occupation of person who is head (indicate whether mother, son, daughter, etc.)
        1) Major occupation (describe the job as specifically as possible--place and kind of work):____________
            ____
            (a) Number of hours devoted to per week:_____
        2) Second occupation (describe the job as specifically as possible--place and kind of work):____________
            ____
            (a) Number of hours devoted to per week:_____

9. Mobility:
    a.__________Date of first marriage
    b.____Single or never married
    c.____Number of moves (enter "0" if none) made since married (first marriage)
    d.____If single or never married, give number of moves since 21 years of age (enter "0" if none)
    e.____If have moved [see (c)], give date of last move (month and year)
    f.____If single or never married and have moved [see (d)], give date of last move (month and year)

10. Your membership in formal organizations:

a.	b.	c.
Name of organization	Check if member (If none, enter "0")	Enter number of offices now holding (include committee chairmanships and Sunday school teacher or project leader in home demonstration unit) (If none, enter "0")
Home demonstration unit		
County home demonstration executive committee		
County extension association board of directors		
Church or Synagogue		
Sunday or Sabbath school		
Other church organizations (list):		
PTA		
Home Bureau		
Grange		
4-H leaders association or council		
League of Women Voters		
Sorority, Lodge, or Fraternal (list):		
Auxiliary of veterans (list):		
Women's Club		
Garden Club		
Sports or hobby (list):		
Other (list):		

11. Income [check one of the following which comes closest to your total family (wife, husband, and other members combined) net income after farm or business expenses were deducted for the calendar year 1966]:
    a._____Less than $1,000
    b._____$1,000 - 1,999
    c._____$2,000 - 2,999
    d._____$3,000 - 3,999
    e._____$4,000 - 4,999
    f._____$5,000 - 5,999
    g._____$6,000 - 6,999
    h._____$7,000 - 7,999
    i._____$8,000 - 8,999
    j._____$9,000 - 9,999
    k._____$10,000 and over

12. How were you recruited for this program?
____
____
____

13. What have you as an individual gained from your training and work as a Family Service Aide?____________________
____
____
____
____
____

14. What else do you want to tell me about your work as a Family Service Aide?______________________________
____
____
____

APPENDIX D

OUTLINE FOR TAPED ACCOUNT OF WORK OF FSA'S WITH PARTICIPANTS AND ACCOMPANYING SCHEDULE OF QUESTIONS

Outline for Taped Account of Work of FSA's With Participants and Accompanying Schedule of Questions

No._____

Outline for Taping

1. Name of participant___________________________
2. Tell how you contacted her.
3. Describe participant and her family--mentioning major problems.
4. Give account of what you have talked about and done with this homemaker.
5. Indicate what you think has been accomplished.

Specific Questions Following Taping

1. Type of participant:
    1)_____Taught and worked with in home only
    2)_____Taught in a group and worked with at home
    3)_____Taught in a group only
    4)_____Worked with at home only but not taught formally
2. Number of children_____
3. Is there a husband? _____Yes
    _____No
4. What is husband's occupation?_________________________
5. Does homemaker work? _____Yes
    _____No
6. If yes to 5, what is her occupation?_________________
7. Is this a welfare family? _____Yes
    _____No
    _____Don't know
8. How long have you worked with this family? _____months
9. Health problems of family (list):
    1)______________________________
    2)______________________________
    3)______________________________
10. Major problems of this family (list):
    1)__________________________________
    2)__________________________________
    3)__________________________________
    4)__________________________________
11. Condition of house:
    1)_____Good
    2)_____Average
    3)_____Poor
    4) Comments:____

12. What improvements have taken place since you started to work with family? (list)
    1)____
    2)____
    3)____

13. What can you tell me about this person's participation in organizations?
    1)_____Nothing
    2) Description of:______________________________
    ____
    ____

14. What do you know about this person's relationship to neighbors?
    1)_____Nothing
    2) Description of:______________________________
    ____
    ____

15. What home economics topics would be helpful for this person to study?
    1)____
    2)____
    3)____
    4)____
    5)____

16. Name of Family Service Aide______________________________

APPENDIX E

INTERVIEW SCHEDULE FOR PARTICIPANTS

No. ______

Date ______________________

Interviewer _______________

Home Economics Program in Essex County

Schedule for Participants

Part I

1. What do you think about the helpfulness of the various lessons which you have attended or have had?

Lessons	(Check one)				If either (2) or (3) is checked, state what useful idea you got that you consider especially helpful (write in interviewee's statement).
	(1) Did not attend	(2) Remember as very helpful	(3) Remember as giving some help	(4) Remember as not at all helpful	
You are a V.I.P.					Useful Idea:
Storage in the home					Useful Idea:
Making storage devices					Useful Idea:
Use and selection of paint in the home					Useful Idea:
Painting furniture					Useful Idea:
Selecting inexpensive curtains					Useful Idea:
Making curtains					Useful Idea:
Homecleaning products parade					Useful Idea:
Arrangement of kitchen work centers					Useful Idea:

2. We would like to ask you some questions about publications which you were given for the different lessons. These questions are at the heads of the columns in the chart which we have given you.

	(1)		(2)				(3)	
			If yes to (1) have you? (check one)				If either (2)(a) or (2)(b) or (2)(c) is checked, what do you remember about it?	
List of publications	Do you recall having received? (check yes if recognize when shown, otherwise, no*)		(a) Read all of it	(b) Read part of it	(c) Glanced through	(d) Not read or glanced through	Remember nothing (check)	State what remember
	Yes	No*						
1. You Are a V.I.P.								
2. Betty Learns Alice's Storage Secrets								
3. Storage Here and There (mimeo sheet)								
4. Put It on a Shelf (mimeo sheet)								
5. Design and Make a Bulletin Board (mimeo sheet)								
6. Dresser Drawer Storage								
7. Household Storage Space								
8. Cupboard Storage Devices								
9. What to Paint								
10. How to Paint								
11. How to Glue Furniture								
12. Painted Finishes (mimeo sheet)								

3

13. Choosing Curtain Fabrics (mimeo sheets)								
14. Instructions for Making Curtains (mimeo sheets)								
15. Estimate Yardage Needed to Make Curtains (mimeo sheet)								
16. Tips for Buying Curtains								
17. Facts About Homecleaning Products								
18. Clean Windows, Mirrors, and Other Glass								
19. Clean Walls, Ceilings and Woodwork								
20. Clean Floors								
21. Facts About Floor Care								
22. Housecleaning Handbook for Young Homemakers								
23. Clean Clothes Closet								
24. Many Hands Make Housework Light								
25. What to Use to Clean Your House								
26. Arrangement of Kitchen Centers								

*If no is checked for a publication stop here.

3. Have you looked forward to attending the lessons?
   a)_____Yes
   b)_____No

4. If yes to 3, will you tell me why?________________________
   ____

5. On which of the following subjects would you like to have a class if it were similar to the one you have been attending? (Check as many as you would like to attend.)
   a)_____Beginning sewing
   b)_____Remodeling clothes
   c)_____Meals from economy foods
   d)_____Be a better shopper
   e)_____Ideas with meat specials
   f)_____Freezing foods (food preservation)
   g)_____Canning foods (food preservation)
   h)_____Pickling (food preservation)
   i)_____Home gardening
   j)_____Understanding between husband and wife (understanding your family)
   k)_____Teenagers (understanding your family)
   l)_____Pre-school children (understanding your family)
   m)_____Other (write in)________________________

6. If you checked one or more or wrote in an other, would you attend the class or classes if neither transportation nor child care (babysitting) is provided?
   a)_____Yes
   b)_____No

7. The classes which you have attended were planned to help women with their homemaking problems. In planning classes in the future a better job could be done if we really knew what the more important problems of families are. Will you please tell us what you consider your three most serious homemaking problems?
   1)____
   ____
   ____
   2)____
   ____
   ____
   3)____
   ____
   ____

8. What is the most important thing you have done which you think is the result of your participation in this series of lessons?
   ____
   ____
   ____

9. What important thing do you plan to do in the future which you think was stimulated by your participation in this series of lessons?

____

____

____

Part II

1. Marital status (Check one.):
   a)_____Married
   b)_____Divorced or separated
   c)_____Widowed
   d)_____Single

2. Place of residence (Check the one that best describes where you live.):
   a)_____On a farm from which we get half or more of our income
   b)_____On a farm from which we get less than half of our income
   c)_____In the country but not on a farm
   d)_____In the village of ______________
   e)_____Near the village of __________in a built-up or suburban area

3. Tenure:
   a) On farm (Check one.):
      1)_____Own house and all land
      2)_____Own house and land but also rent other land
      3)_____Own house but rent all land
      4)_____Rent house or apartment but own all land (underline either house or apartment)
      5)_____Rent house or apartment, own some land and rent some (underline either house or apartment)
      6)_____Rent house or apartment and rent all land (underline either house or apartment)
      7)_____Trailer (indicate whether rent or own and whether on land rented, owned, or both) ________________
   b) Not on farm (Check one.):
      1)_____Own house
      2)_____Rent house or apartment (underline either house or apartment)
      3)_____Trailer (indicate whether rented or owned and on land rented or owned) ____________________

4. Years of schooling including public school, college, business school, or other formal education: (Circle highest number completed.)
   a) You--
      0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, over 16
   b) Husband--
      0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, over 16

5. What special training in addition to that received in public schools or colleges
    a) You have had:
        1)____________________
        2)____________________
        3)____________________
    b) Your husband has had:
        1)____________________
        2)____________________
        3)____________________

6. Age
    a) Your age_____
    b) Husband's age_____

7. Please give the following information about your family composition (NOTE: If single and living with her family or others as her family, fill out; otherwise check here: single living alone _____.)
    a) Children living at home
        1) If no children at home, check here and go on to (b):_____
        2) Males (list by giving age of each):____ ____ ____ ____ ____ (circle any away from home in school)
        3) Females (list by giving age of each):____ ____ ____ ____ ____ (circle any away from home in school)
    b) Children (married or unmarried) living away from home (include stepchildren)
        1) If no children living away from home, check here and go on to (c):_____
        2) Males (list by giving ages):____ ____ ____ ____
        3) Females (list by giving ages):____ ____ ____ ____
    c) Other relatives living with family (same house and board)*
        1) If no others as described in (c), check here and go on to (d):_____
        2) Males (list by giving age of each):____ ____ ____
        3) Females (list by giving age of each):____ ____ ____
    d) Others (nonrelatives) living with family (same house and board)
        1) If no others as described in (d), check here:_____
        2) Males (list by giving age of each):____ ____ ____
        3) Females (list by giving age of each):____ ____ ____

---

*For single person living with her family or others as her family, use this space for her mother and father or the husband and wife of family with which living as a family member. Also go back to (a) and (b) and indicate for children their relationship, if any, to her as a single person.

8. Employment
    a) Do you work for pay (wages or salary) as an employee of someone? (Check one.)
        1)_____Yes, work full-time (35 hours a week or more)
        2)_____Yes, work part-time (less than 35 hours a week)
        3)_____If yes, name of occupation (describe the job as specifically as possible):____________________
        4)_____Do not work for pay for someone
    b) Are you self-employed (rent tourist rooms, sew, etc.) from which you earn money, or do you work on the farm or in a family business from which you share the income but do not receive wages or salary? (Check one.)
        1)_____Yes, I work full-time in one or more of the ways listed above (35 hours a week or more)
        2)_____Yes, I work part-time in one or more of the ways listed above (less than 35 hours a week)
        3)_____If yes, name of occupation (describe as specifically as possible):____________________
        4)_____Not self-employed
    c) Occupation of husband (see d, if no husband)
        1) Major occupation (describe the job as specifically as possible; if unemployed or retired, indicate):

            ____
            (a) Number of hours devoted to per week:_____
        2) Second occupation (describe the job as specifically as possible):____________________
            (a) Number of hours devoted to per week:_____
    d) If no husband in this household, occupation of person who is head (indicate whether mother, son, daughter, etc.; refer to 8a and/or 8b if already given)
        1) Major occupation (describe the job as specifically as possible; if unemployed or retired, indicate):

            ____
            (a) Number of hours devoted to per week:_____
        2) Second occupation (describe the job as specifically as possible):____________________
            (a) Number of hours devoted to per week:_____

9. Mobility:
    a)_____Date of first marriage
    b)_____Never married (or single)
    c)_____Number of moves (enter "0" if none) made since married (first marriage)
    d)_____If never married, give number of moves since 21 years of age (enter "0" if none)
    e)_____If have moved [see (c)], give date of last move (month and year)
    f)_____If never married and have moved [see (d)], give date of last move (month and year)

10. Your membership in formal organizations:

a.	b.	c.
Name of organization	Check if member (If none, enter "0")	Enter number of offices now holding (include committee chairmanships and Sunday school teacher or project leader in home demonstration unit) (If none, enter "0")
Homemaker's club or unit		
County home economics division executive committee		
County extension association board of directors		
Church or Synagogue		
Sunday or Sabbath school		
Other church organizations (list):		
PTA		
Home Bureau		
Grange		
4-H leaders association or council		
League of Women Voters		
Sorority, Lodge, or Fraternal (list):		
Auxiliary of veterans (list):		
Women's Club		
Garden Club		
Sports or hobby (list):		
Other (list):		

11. Give a list of physically or mentally handicapped living in this household:

Write in mother, father, son, daughter, other relative, other occupant	Age	How handicapped

12. Is there a car or other means of transportation available to you when you need it?
    a)_____Yes
    b)_____No

13. Do you have a television set?
    a)_____Yes
    b)_____No

14. If yes to question 13, do you ever watch the program, Family Focus each Tuesday at 1 PM? (Check one.)
    a)_____Yes
    b)_____No
    c)_____Never heard of it

15. If yes to question 13, when is the most convenient time for you to watch a television program that gives homemaking information? (Fill in time for one or both.)
    a)_____A.M.
    b)_____P.M.

16. Do you have a radio?
    a)_____Yes
    b)_____No

17. If yes to question 16, what station do you listen to most often?_____________

18. If yes to question 16, have you ever heard Janice Weber give Consumer Clues on WIPS or WIRD?
    a)_____Yes
    b)_____No

19. Do you have?

	(check) Yes	No
a) A deep freezer (separate from refrigerator) .	___	___
b) Automatic washer.	___	___
c) Wringer type washer	___	___
d) An electric or gas dryer	___	___

20. Income (check one of the following which comes closest to your total family (wife, husband, and other members combined) net income for the calendar year 1966):
    a)_____Less than $1,000
    b)_____$1,000 - 1,999
    c)_____$2,000 - 2,999
    d)_____$3,000 - 3,999
    e)_____$4,000 - 4,999
    f)_____$5,000 - 5,999
    g)_____$6,000 - 6,999
    h)_____$7,000 - 7,999
    i)_____$8,000 - 8,999
    j)_____$9,000 - 9,999
    k)_____$10,000 and over

Post-teaching Information on Participants

(To be filled out by Family Service Aide
who interviews this person)

Name of Family Service Aide______________________________

Name of participant__________________________No.________

1. Will you write down for this homemaker what you found to be her major homemaking problem:

____
____
____
____
____

2. Do you think this woman received any help on this problem through the lessons in which she participated?
   1)____Yes
   2)____No
   3)____Don't know
   4) If yes will you state what you think the help was.

____
____
____
____

APPENDIX F

LESSON REPORT FORM

Family Service Aide's Report on Teaching

Name ____________________ Lesson title: Use and Selection of
Paint in the Home;[1]
Painting Furniture

Date taught: ____________________

1. How much time did you use for actually teaching this lesson? (check one)
   a._____Less than 1 hour
   b._____1 to 1½ hours
   c._____More than 1½ hours

2. What teaching aids did you use? (check the ones used)
   _____What to paint?
   _____How to paint?
   _____Painted finishes
   _____How to glue furniture
   _____Paint remover
   _____Base coat paint
   _____Paint color suitable to item
   _____Room color plan
   _____Other, specify ______________________________

3. A meeting place may help or hinder teaching. How appropriate was the meeting place for this lesson? (check one)
   a._____Excellent
   b._____Adequate
   c._____Inadequate

4. If children came with their mothers, were they kept in a separate room from that in which your teaching took place? (check one)
   a._____Yes
   b._____No
   c._____No children came with their mothers

5. How much time (excluding training time) did you find it necessary to use in preparing for this lesson:
   a. If first time taught, enter time here:_____minutes
   b. If had taught before and had to review materials only, enter time here:_____minutes

6. Did you experience any difficulty in teaching the lesson?
   a._____Yes
   b._____No
   c. If yes, please indicate why? ______________________________
   ____

---

[1] This title was changed to conform to the lesson taught and reported on. The data obtained by means of this form were inadequate for analysis purposes.

7. What else do you wish had been covered in the training school for this particular lesson?

____

____

____

8. How do you feel about this teaching experience?

a._____Satisfied

b._____Partially satisfied

c._____Unsatisfied

d. Indicate why you feel as you do?________________________

____

____

APPENDIX G

GENERAL REPORT FORM ON TEACHING

Post-teaching Information
from
Family Service Aide[1]

Name of Family Service Aide________________________________

1. How have you dealt with maintaining attendance?

2. How have you dealt with the women's coming on time?

3. How have you operated the transportation of women to meetings?

4. What is your opinion of the contribution of resource people? (Be as specific as possible.)

5. What methods of conducting the classes have you used? (Check those that apply.)
   1)_____Talked to participants primarily
   2)_____Used discussion primarily
   3)_____Used discussion and talked to about equally
   4)_____Used illustrative materials--charts, posters
   5)_____Used demonstrations of how-to-do-it
   6)_____Read or discussed bulletins and leaflets
   7)_____Other (write in)________________________________

---

[1] Only a few of these forms were returned; consequently, no use was made of the data thus obtained.

ERIC Clearinghouse
NOV 25 1968
on Adult Education